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ABSTRACT

This document is Volume 3 of the report on the first phase of a two-phase longitudinal study of the Teacher Corps program being conducted by Pacific Training and Technical Assistance Corporation. It contains supplementary material, usually statistical tables or technical material, which supports Volume 1, the main volume of the report (see ED 098 240). The purpose of Phase 1 of this study was to identify and analyze those combinations of intern background characteristics and Teacher Corps program characteristics that are related to desired teaching skills and attitudes of interns at the end of their training. Phase 1 was also used to formulate hypotheses for phase 2 which will assess the effectiveness of Teacher Corps graduates in working with low-income minority-group children. Section 1 of this volume 3 is an introduction. Section 2 presents a list of the derived intern background factors as well as tables which, for each intern background factor, show what original intern background variables loaded on this factor. Sections 3 and 4 contain parallel information for Teacher Corps program and intern exit factors respectively. In Section 5, the factor scores for each of the 20 projects on each of the 65 program factors are presented, as are the exit factor scores for each project on each exit factor. Section 6 contains tables related to the relationship of intern background and Teachers Corps program to intern exit factors. (PB)

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PACIFIC T & TA CORPORATION

A STUDY OF TEACHER TRAINING AT SIXTH-CYCLE TEACHER CORPS PROJECTS

Volume III

Supplementary Statistical Tables

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I. INTRODUCTION

This volume contains supplementary material, usually statistical tables or technical material, which supports Volume I, the main volume of the report. For the reader's convenience, an abstract of the methodology and findings of the study is included in this volume.

Factor analysis was used to reduce the amount of intern background, Teacher Corps program and intern exit data used in the Phase I analysis. Sections II of this volume presents a list of the derived intern background factors as well as tables which, for each intern background factor, show what original intern background variables loaded on this factor. Section III and IV present parallel information for Teacher Corps program and intern exit factors respectively. For the program and exit data, the factor analyses were performed only within logical categories of data. One factor analysis was performed on data related to each of the fourteen program variable categories and to each of the seven exit variable categories. Readers can gain considerable insight into the data by exploring the construction of these factors.

Section V presents the factor scores for each of the 20 projects on each of the 65 program factors. It also presents the exit factor scores (the mean score of interns at the project) for each project on each exit factor. All the factor scores used in this study are reported in terms of standard scores. Hence, each project's factor score indicates how much above or below the average of all the projects an individual project is on this factor. For each factor, the average score across all projects is .000. A project with a negative score is below the average, and one with a positive score is above it. By definition, two-thirds of all the projects have scores between "-1.0" and "+1.0" on each factor. A project with a factor score of 2.6 "did better" on that factor than did one with a factor score of 1.6.

Readers are encouraged to explore these factor scores. One can answer such questions as:

- How did the Syracuse project do on program variables I think are important?

- Which projects had interns who consitently did well on the exit skills?
- Which projects are exemplary in terms of the use of competencies or collaborative decision-making (or other program variables)?

Note that for a few "factors", the data are not in standard score form. Such "factors" are identified with an asterisk.

Section VI presents tables related to the relationship of intern background and Teacher Corps program to intern exit factors. This relationship was studied for all interns taken together and for black, chicano and white interns studied separately. The relationship was explored by means of multiple linear regression. PTTA is conducting further analysis of this relationship using discriminant function analysis. This new analysis will be reported in a subsequent report.

II. INTERN BACKGROUND MATERIALS

LIST OF INTERN BACKGROUND FACTORS

BF1.1	Female From Well-Educated Urban Family
BF1.2	Languages Spoken
BF1.3	Age and Number of Children
BF1.4	Length and Types of Experiences With Kids and Community Agencies
BF1.5	Intern's Education

FACTOR LOADINGS FOR EACH BACKGROUND FACTOR

BF1.1: Female From Well-Educated Urban Family

Respondent	Loading	Item
Intern	.852	Mother's education
Intern	.818	Female education
Intern	.749	Sex: female
Intern	.693	Urbaness (size of urban area where intern grew up)
Intern	.612	Urbaness (size of urban area where intern teaches)

BF1.2: Languages Spoken

Respondent	Loading	Item
Intern	.958	Language: then
Intern	.957	Language: now
Intern	.858	Types of experience with kids
Intern	.657	Types of experience in social agencies

BF1.3: Age and Number of Children

Respondent	Loading	Item
Intern	.864	Age of children
Intern	.852	Number of children

BF1.4: Length and Types of Experiences with Kids and Community Agencies

Respondent	Loading	Item
Intern	.743	Length of time with kids
Intern	.592	Length of time with social agencies
Intern	.543	Types of experiences with social agencies
Intern	.344	Types of experiences with kids

BF1.5: Intern's Education

Respondent	Loading	Item
Intern	.847	Intern's education--years of college
Intern	.765	Intern's education--degrees held

III. PROGRAM MATERIALS

THE FOURTEEN CATEGORIES OF PROGRAM FACTORS

I. General Characteristics of the Project Site

II. Characteristics of Cooperating Institution of Higher Education

III. Characteristics of the Cooperating School Districts

IV. Characteristics of the Training Staff

V. The Recruitment and Selection of Interns

VI. The Structure and Content of Experiences for Which Interns Receive Academic Credit

VII. The Use of Specified Teacher Competencies in the Program

VIII. The Degree of Personalization of the Program

IX. The Practicum Experiences of the Interns in the Public School Setting

X. Other Characteristics of the School Setting in Which the Intern Works

XI. The Community Component of the Project

XII. The Evaluation Processes Within the Project

XIII. The Programmatic Continuity within the Project

XIV. The Stability and Decision Making Processes of the Project

LIST OF ALL PROGRAM FACTORS

PR1.1	Percent of Chicano Interns
PR1.2	Percent of Black Interns
PR1.3	Percent of White Interns
PR1.4	Dollar Expenditure Per Intern
PR1.5	Team Leader/Intern Ratio
PR1.6	Project is An Undergraduate Project
PR1.7	Geographic Area of Country (nominal data)
PR1.8	Number of Previous Cycles of Teacher Corps
PR2.1	Percent of Minority Group Professors in School of Education
PR2.2	Positive Attitude of School of Education Toward Teacher Corps
PR2.3	Extent of Low Income/Minority Focus in Regular School of Education Program
PR2.4	Project's Perception of Extent of Goal Similarity and Cooperation with School of Education
PR2.5	Cooperating IHE's are Public Institutions
PR2.6	Total Enrollment at IHE
PR3.1	Number of Pupils Per District
PR3.2	Percent of Low Income Pupils in District
PR3.3	Per-Pupil Expenditure in District
PR4.1	Percent of Black Team Leaders
PR4.2	Percent of Chicano Team Leaders
PR4.3	Percent of White Team Leaders
PR4.4	Proportion ot T.C. Credits Taught by Black Instructors
PR4.5	Proportion of T.C. Credits Taught by Chicano Instructors
PR4.6	Proportion of T.C. Credits Taught by White Instructors
PR4.7	Years Team Leader Has Taught Low-Income Children
PR4.8	Intern Learned Most From Team Leader
PR4.9	Intern Learned Most From Project Director
PR4.10	Team Leader Employed by District Prior to Teacher Corps
PR4.11	Staff Perceives Reading Failure as Due to Teacher
PR4.12	Staff Perceives Reading Failure as Due to Student or Environment
PR4.13	Staff Explains Poverty as Structural Problem in Society
PR4.14	Staff Explains Poverty as Problem with Individual or with Fate
PR5.1	Intern Selection Procedure: Communication is Informal; Selection Process is Broad-Based: Criteria: Potential Ability, Language Ability, Personality
PR5.2	Intern Selection Procedure: Communication is Formal and Informal; Criteria: Personality, Background Experiences, Ethnic and Cultural Considerations

LIST OF ALL PROGRAM FACTORS (Continued)

PR5.3	Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups
PR5.4	Intern Selection Procedure: Academic Requirements were Waived
PR5.5	Intern Selection Procedure: Communication is Formal; Selection Process is Narrow-Based; Criteria Stress: Academic Ability
PR6.1	Extent of Course Revision for Teacher Corps Training
PR6.2	Number of Credits and Percent of Credits Outside of School of Education
PR7.1	Variety of Groups and Methods Were Used in Specifying Competencies
PR7.2	Amount of Simulation/Feedback Training Used
PR7.3	Competencies Were Used in Training Interns
PR8.1	Extent that Intern Feels Accepted Within Project
PR8.2	Intern Feels He/She Can Be Self-Directed
PR8.3	Intern Chooses Elective Courses but Doesn't Feel Accepted or in Contact With Project Staff
PR8.4	Intern Feels Accepted in Public School Setting
PR9.1	Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision
PR9.2	Intern on Teaching Team Characterized by Loose Operations, Intern Frequently Asks for Help, Team Leader Teaches and in School Environment Allows Interns to Bring About Change Outside Their Classrooms
PR9.3	Many Role Groups Involved in Selection of Cooperating Teacher
PR9.4	Extent that Cooperating Teacher Participates in Overall Design of Teacher Corps and Agrees with Teacher Corps Goals
PR9.5	Amount of Clinical Supervision Given to Intern
PR9.6	Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting
PR10.1	Percent of White Pupils and Staff in Public School
PR10.2	Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts
PR10.3	Percent of Chicano Pupils and Staff in Public School
PR10.4	Extent of Curriculum Expansion and Development in School As a Result of Teacher Corps
PR10.5	Extent of Reported Implementation of Portal Schools
PR10.6	Percent of Black Staff in Public School
PR10.7	Percent of Pupils in Title I Program at School

LIST OF ALL PROGRAM FACTORS (Continued)

PR11.1	Extent of Public School Staff Support of the Intern's Involvement in the Community Component
PR11.2	Extent and Perceived Helpfulness of Supervision in the Community Component
PR11.3	Extent of University Involvement in Community Component
PR11.4	Hours Per Week and Diversity of Community Component
PR11.5	Variety of Groups and Agencies Involved in Supervision of Community Component
PR12.1	Comprehensiveness of Project Evaluation
PR12.2	Variety of Data Collection Methods Used in Conducting Project Evaluation
PR12.3	Variety of Role Groups that Gather Data and Use the Evaluation
PR13.1	Length of Teacher Corps Program at this University
PR13.2	Extent to Which Goals are Known and Shared by Project Staff
PR13.3	Follow-Up of Academic Instruction in School Setting
PR13.4	University Professor's Knowledge of Overall Instruction Given Interns
PR14.1	Extent of Discontinuity of Project Staffing
PR14.2	Extent of Cooperative Decision-Making at Project As Seen by Principal
PR14.3	Extent of Cooperative Decision-Making As Seen by Project Staff
PR14.4	Frequency of Changes of Cooperating Schools and School Districts; Lack of Influence by LEA; Extent of Turnover in DSE Role
PR14.5	Extent of Cooperative Decision-Making As Seen by Project Staff

FACTOR LOADINGS FOR EACH PROGRAM FACTOR

PR 1.1: Percent of Chicano Interns[1]

Respondent	Loading	Item

[1] Note that some factors, such as this one, are not combinations of variables, but single variables. In these cases, there are no respondents or item-loadings.

PR 1.2: Percent of Black Interns

Respondent	Loading	Item

PR 1.3: Percent of White Interns

Respondent	Loading	Item

PR 1.4: Dollar Expenditure per Intern

Respondent	Loading	Item

PR 1.5: Team Leader/Intern Ratio

Respondent	Loading	Item

PR 1.6: Project Is An Undergraduate Project

Respondent	Loading	Item

PR 1.7: Geographic Area of Country (nominal data)

Respondent	Loading	Item

PR 1.8: Number of Previous Cycles of Teacher Corps

Respondent	Loading	Item

PR 2.1: Percent of Minority Group Professors in School of Education

Respondent	Loading	Item
Dean, School of Education	0.955	Proportion of minority full professors
Dean, School of Education	0.831	Proportion of minority assistant professors
Dean, School of Education	0.820	Proportion of minority instructor/lecturer

PR 2.2: *Positive Attitude of School of Education Toward Teacher Corps*

Respondent	Loading	Item
Dean, School of Education	-0.888	Extent of goal disparity between Teacher Corps and regular teacher education program
Program Development Specialist	0.766	On an average, percent of an intern's total academic program that is comprised of courses outside the School of Education
Project Director	0.708	Amount of help university/college personnel provided Teacher Corps in redesigning courses

PR 2.3: Extent of Low Income/Minority Focus in Regular School of Education Program

Respondent	Loading	Item
Dean, School of Education	0.840	Number of special courses for teaching low-income/minority children offered by regular teacher education program
Program Development Specialist	0.726	Average number of credit hours an intern takes per academic term

PR 2.4: Project's Perception of Extent of Goal Similarity and Cooperation with School of Education

Respondent	Loading	Item
Project Director	0.819	Extent to which goals of the Teacher Corps program differ from those of the regular elementary education programs
Dean, School of Education	0.774	Number of other experimental programs with which Teacher Corps program is working

PR 2.5: Cooperating IHE's are Public Institutions

Respondent	Loading	Item

PR 2.6: Total Enrollment at IHE

Respondent	Loading	Item

PR 3.1: Number of Pupils per District

Respondent	Loading	Item
Superintendent of Schools	0.870	Number of pupils in district
LEA Coordinator	0.859	Attributes of other federally funded educational projects with which Teacher Corps project is working
Principal, Cooperating School	0.607	Number of other federally funded programs at the cooperating school

PR 3.2: Percent of Low Income Pupils in District

Respondent	Loading	Item
Superintendent of Schools	0.842	Percent of pupils in Title I program in school district
Principal, Cooperating School	0.671	Number of other federally funded programs at the cooperating school

PR 3.3: Per-Pupil Expenditure in District

Respondent	Loading	Item
Superintendent of Schools	0.947	Annual expenditure per pupil
Principal, Cooperating School	-0.527	Other federally funded programs at cooperating school

PR 4.1: Percent of Black Team Leaders

Respondent	Loading	Item

PR 4.2: Percent of Chicano Team Leaders

Respondent	Loading	Item

PR 4.3: Percent of White Team Leaders

Respondent	Loading	Item

PR 4.4: Proportion of Teacher Corps Credits Taught by Black Instructors

Respondent	Loading	Item

PR 4.5: Proportion of Teacher Corps Credits Taught by Chicano Instructors

Respondent	Loading	Item

PR 4.6: Proportion of Teacher Corps Credits Taught by White Instructors

Respondent	Loading	Item

PR 4.7: Years Team Leader Has Taught Low-Income Children

Respondent	Loading	Item

PR 4.8: Intern Learned Most From Team Leader

Respondent	Loading	Item

PR 4.9: Intern Learned Most From Project Director

Respondent	Loading	Item

PR 4.10: Team Leader Employed by District Prior to Teacher Corps

Respondent	Loading	Item

PR 4.11: Staff Perceives Reading Failure as Due to Teacher

Respondent	Loading	Item
Based on responses from various project staff members		

PR 4.12: Staff Perceives Reading Failure as Due to Student or Environment

Respondent	Loading	Item
Based on responses from various project staff members		

PR 4.13: Staff Explains Poverty as Structural Problem in Society		
Respondent	Loading	Item
Based on responses from various project staff members		

PR 4.14: Staff Explains Poverty as Problem with Individual or with Fate		
Respondent	Loading	Item
Based on responses from various project staff members		

PR 5.1: Intern Selection Procedure: Communication is Informal; Selection Process is Broad-Based; Criteria: Potential Ability, Language Ability, Personality

Respondent	Loading	Item
Project Director	0.890	Number of community groups and former interns responsible for establishing the criteria used in final selection process
Project Director	0.817	Number of role groups involved in the final selection of interns
Project Director	0.805	Number of projects that used former interns, community groups, or word-of-mouth as methods of recruitment
Project Director	0.655	Criteria used in selecting interns emphasize perceived potential ability
Project Director	0.629	Criteria used in selecting interns emphasize language ability
Intern	0.537	Intern heard about Teacher Corps through former interns, community groups, and word-of-mouth
Project Director	0.512	Criteria used in selecting interns emphasize personality factors

PR 5.2: Intern Selection Procedure: Communication is Formal and Informal;
Criteria: Personality, Background Experiences, Ethnic and Cultural Considerations

Respondent	Loading	Item
Community Coordinator	0.856	Methods used to recruit interns emphasize use of Regional Teacher Corps office, media, posted announcements, mailed announcements
Community Coordinator	0.765	Methods used to recruit interns emphasize former interns, community groups, and word-of-mouth
Project Director	0.740	Criteria used in selecting interns emphasize intern background experience in working with children
Project Director	0.676	Criteria used in selecting interns emphasize intern background experience and community work
Project Director	0.600	Criteria used in selecting interns emphasize ethnic and cultural considerations
Project Director	0.591	Criteria used in selecting interns emphasize personality factors

PR 5.3: Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups

Respondent	Loading	Item
Project Director	0.799	Criteria used in selecting interns emphasize financial need
Project Director	0.748	Criteria used in selecting interns emphasize prior residence in community
Community Coordinator	0.745	Number of strategies used for contacting hard-to-contact groups
Project Director	0.659	Criteria used in selecting interns emphasize academic record
Project Director	0.434	Criteria used in selecting interns emphasize perceived potential ability
Project Director	0.406	Amount of local project directors and project staff involvement in the final selection of interns (narrow-based procedures)

PR 5.4: Intern Selection Procedure: Academic Requirements were Waived

Respondent	Loading	Item
Project Director	0.854	Number of university or college requirements that were waived for the entrance of Teacher Corps interns
Intern	-0.676	Intern heard about Teacher Corps through Regional office of Teacher Corps, public media, posted announcement, or mailed announcement
Project Director	-0.478	Criteria used in selecting interns emphasize language ability
Project Director	0.473	Criteria used in selecting interns emphasize ethnic, cultural considerations
Project Director	-0.425	Criteria used in selecting interns emphasize academic record

PR 5.5: Intern Selection Procedure: Communication is Formal; Selection Process is Narrow-Based; Criteria Stress: Academic Ability

Respondent	Loading	Item
Project Director	0.769	Methods of recruitment include use of Regional office of Teacher Corps, public media, posted announcement, or mailed announcement
Project Director	-0.730	Number of role groups involved in final selection of interns
Project Director	0.422	Criteria used in selecting interns emphasize academic record

PR 6.1: Extent of Course Revision for Teacher Corps Training

Respondent	Loading	Item
Program Development Specialist	0.965	Proportion of courses with new teaching methods
Program Development Specialist	0.956	Proprotion of courses with new grading/evaluation procedures
Program Development Specialist	0.941	Average amount of course revision per course
Program Development Specialist	0.932	Proportion of courses with revision of content
Program Development Specialist	0.798	Proportion of courses with ethnic focus
Program Development Specialist		

PR 6.2: Number of Credits and Percent of Credits Outside of School of Education

Respondent	Loading	Item
Dean, School of Education	0.829	Project is undergraduate
Intern	0.829	Average number of credit hours taken
Intern	0.761	Percent of total academic program that is comprised of courses outside the School of Education

PR 7.1: Variety of Groups and Methods Used in Specifying Competencies

Respondent	Loading	Item
Project Director	0.925	Number of methods by which the teacher competencies were identified
Project Director	0.846	Role groups involved in specifying teacher competencies
Project Director	0.596	Number of groups who evaluate the interns' level of achievement in a specific teaching skill or ability

PR 7.2: Amount of Simulation/Feedback Training Used

Respondent	Loading	Item
Project Director	0.981	Amount of simulation feedback training used in the project
Project Director	0.468	Number of groups who evaluate the intern's level of achievement in a specific teaching skill or ability

PR 7.3: Competencies Used in Training Interns

Respondent	Loading	Item
Program Development Specialist	0.997	Teacher competencies have been used in some fashion in instruc ion of interns

PR 8.1: Extent That Intern Feels Accepted Within Project

Respondent	Loading	Item
Intern	0.858	How often interns have participated in sensitivity training (formal training only)
Intern	0.757	Extent to which the intern feels accepted as an individual by other Teacher Corps staff
Program Development Specialist	0.733	Degree to which interns have participated in formal sensitivity training
Project Director	0.727	Degree to which interns have participated in training in cross-cultural/ethnic awareness
Intern	0.720	Amount of simulation feedback training the intern receives
Project Director	0.620	Degree to which interns have participated in formal sensitivity training
Program Development Specialist	0.589	Degree to which interns have participated in training in cross-cultural/ethnic awareness
Intern	0.520	Extent to which the intern feels accepted as an individual by team leader

PR 8.1: (Continued)

Respondent	Loading	Item
Intern	0.491	How often interns have participated in training in cross-cultural/ethnic awareness
Team Leader	0.417	Number of ways program is supportive of the personal growth of interns--classes, courses, workshops, seminars, films, etc.

PR 8.2: Intern Feels He/She Can Be Self-Directed

Respondent	Loading	Item
Intern	0.894	Amount of choice the intern has in determining the order in which he teakes Teacher Corps courses
Team Leader	0.891	Number of ways program is supportive of the personal growth of interns--flexibility of the program
Team Leader	0.761	Extent to which program allows interns to be self-directed
Intern	0.742	Frequency with which the intern chooses the pace at which he proceeds through his coursework
Intern	0.692	Ex[illegible] to which the intern feels the program allows in[illegible] to be self-directed
Intern	0.622	Extent to which Teacher Corps program supported intern's growth as a person in some way
Project Director	0.618	Choice intern has in determining the order in which he takes courses.
Project Director	0.604	Choice interns have as to the pace at which they do coursework
University Instructor	0.535	Number of courses in which intern can set pace of his own coursework

PR 8.3: Intern Chooses Elective Courses but Doesn't Feel Accepted or in Contact with Project Staff

Respondent	Loading	Item
Project Director	0.818	Number of units in elective courses and independent study the intern takes during two years of project
Intern	-0.797	Extent to which Teacher Corps program supported intern's growth as a person in some way, through interaction with project staff
Project Director	0.576	Choice interns have as to the pace at which they do coursework
Intern	-0.514	Extent to which the intern feels accepted as an individual by team leaders
Intern	0.504	Teacher Corps program supported the intern's growth as a person in some way, through classes, courses, workshops, seminars, films, etc.
University Instructor	0.457	Number of courses in which intern can set his own coursework pace
Intern	-0.418	Extent to which interns have participated in training in cross-cultural/ethnic awareness
Team Leader	0.413	Number of ways that program is supportive of the personal growth of interns, through classes, courses, workshops, seminars, films, etc.

PR 8.4: Intern Feels Accepted in Public School Setting

Respondent	Loading	Item
Intern	0.744	Extent to which intern feels accepted as an individual by cooperating teachers
Intern	0.732	Extent to which intern feels accepted as an individual by other interns on his team
Team Leader	-0.707	Number of ways that program is supportive of the personal grwoth of interns, through participation and involvement with "community" aspects and resources
Intern	0.569	Extent to which intern feels accepted as an individual by other cooperating school staff members
Intern	-0.536	Number of units the intern has taken in elective courses and independent study during the two years of the Teacher Corps project
Program Development	0.518	Extent to which the program allows interns to be self-directed

PR 9.1: Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision

Respondent	Loading	Item
Intern	0.745	Extent to which Teacher Corps goals are attained
Intern	-0.731	Frequency with which the team leader observes and evaluates the intern on previously identified teaching skills
Team Leader	0.726	Role of cooperating teacher is one who gives guidance and is counselor and friend
Intern	-0.720	Frequency with which team leader is available for advice and information
Intern	0.693	Teacher Corps team meetings tend to be non-administrative
Team Leader	0.688	Role of the cooperating teacher is that of instructor, demonstrator, and master teacher
Intern	0.675	Similarity of the views of the cooperating teacher(s) and team leader in curriculum development
Cooperating Teacher	0.646	Extent of similarity of cooperating teacher's views with those of the team leader for supervision of interns

PR 9.1: Continued

Respondent	Loading	Item
Intern	0.633	Number of hours per week the intern received direct supervision from a Teacher Corps staff member or instructor while in cooperating school
Cooperating Teacher	0.598	Role of Cooperating Teacher is that of instructor, demonstrator, and master teacher
Intern	0.578	Similarity of the views of the cooperating teachers and the team leaders in supervision of intern
Cooperating Teacher	0.518	Cooperating Teacher's role is that of observer and evaluator
Intern	-0.409	Style of operation of Teacher Corps team--emphasis
Team Leader	-0.473	Type of space Teacher Corps project has available at the cooperating school

PR 9.2: Intern on Teaching Team where Team Leader is Master Teacher; School Environment Allows Intern to Bring About Change Outside the Classroom

Respondent	Loading	Item
Intern	0.770	Intern often asks the team leader for help in general information
Team Leader	0.734	Team leader feels that school environment allows interns to bring about change in the school
Intern	0.702	Interns feel that school environment allows interns to bring about change in the school outside their classroom
Team Leader	0.623	Number of hours per week that the team leader devotes to all classroom teaching (including model teaching)
Intern	-0.622	Style of operation of the Teacher Corps team emphasizes loose, flexible operation
Team Leader	0.609	Amount of simulation feedback training used in the project
Team Leader	-0.544	Style of Teacher Corps team emphasizes loose, flexible operation
Cooperating Teacher	0.537	Extent to which cooperating teacher helps interns apply learning from courses to their classroom teaching

PR 9.2: Continued

Respondent	Loading	Item
Intern	0.521	Style of operation of Teacher Corps team emphasizes planning
Team Leader	0.516	
Team Leader	-0.513	Hours per week that the team leader devotes to counseling
Intern	0.506	How often on the average, the intern asks the team leader for help in teaching methods and strategies
Team Leader	-0.461	Role of cooperating teacher is that of instructor, demonstrator, and master teacher

PR 9.3: Many Role Groups Involved in Selection of Cooperating Teacher

Respondent	Loading	Item
Cooperating Teacher	0.802	Vareity of groups that select cooperating teachers in the school
Team Leader	0.761	Role of the cooperating teacher is that of observer/ evaluator
Principal, Cooperating School	0.642	Number of people or groups involved in the selection of cooperating teachers
Team Leader	0.621	Number of people who select cooperating teachers

PR 9.4: Extent that Cooperating Teacher Participates in Overall Design of Teacher Corps and Agrees with Teacher Corps Goals

Respondent	Loading	Item
Team Leader	0.751	Extent to which the cooperating teachers participate in the overall design of the interns' field-based experience
Team Leader	0.695	Variety of groups responsible for the assignment of interns to cooperating teachers
Team Leader	0.685	Extent to which Teacher Corps goals are attained
Team Leader	0.680	Amount of space that the Teacher Corps project has available at the cooperating school
Cooperating Teacher	0.581	Extent of similarity of cooperating teacher's views with those of the team leader in curriculum development
Team Leader	0.561	Hours per week that the team leader devotes to leadership role in team teaching (not classroom teaching).
Team Leader	-0.446	Hours per week that the team leader devotes to Teacher Corps administration, including liason work

Factor 2, 51 Amount of Clinical Supervision Given to Intern

Respondent	Loading	Item
Intern	0.783	Cooperating teacher's role, in intern's view, could possibly be that of helper, facilitator, coordinator
Cooperating Teacher	0.703	Cooperating teacher sees his role as that of helper, facilitator, coordinator
Team Leader	0.670	While supervising interns, frequency with which team leader observes and evaluates them on previously identified teaching skills
Team Leader	0.612	Extent to which team leader has the opportunity to help the intern apply the knowledge from his coursework to his classroom teaching
Team Leader	0.573	While in cooperating school, number of hours per week an intern receives direct supervision from a Teacher Corps staff member or instructor (not including team leaders)
Program Development Specialist	0.545	Amount of simulation feedback training used in the project
Principal, Cooperating School	0.533	Number of people or groups involved in the selection of cooperating teachers

PR 9.6: Intern Operates as Independent Teacher with Supervisory Support From Cooperating Teacher and Use of Viedo Tape Feedback in Field Setting

Respondent	Loading	Item
Team Leader	0.718	Helper/facilitator/coordinator is the definition of the role of the cooperating teacher.
Team Leader	-0.686	Supervisor and teacher of record is the definition of the role of the cooperating teacher
Team Leader	0.677	Hours per week that the team leader devotes to Teacher Corps administrator, including liason work
Team Leader	0.636	Frequency with which video tape or other feedback media is used in the field-based experience
Intern	0.635	Frequency with which videotape or other feedback media is used in the field-based experience.
Intern	-0.518	Possible role of the cooperating teacher in the intern's opinion is instructor/demonstrator/ model teacher (master teacher)

PR10:1: Percent of White Pupils and Staff in Public School

Respondent	Loading	Item
Principal, Cooperating School	0.969	Percent of white pupils
Principal, Cooperating School	0.926	Percent of white teachers
Principal, Cooperating School	0.911	Percent of white administrators
Principal, Cooperating School	-0.892	Percent of black pupils
Principal, Cooperating School	-0.762	Percent of pupils qualifying for Title I funds
Principal, Cooperating School	-0.724	Percent of black teachers

PR10.2: Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts

Respondent	Loading	Item
Intern	0.828	Extent to which cooperating teachers are supportive of the intern's efforts in the cooperating school
Intern	0.794	Extent to which interns have had an opportunity to observe innovative teaching at the cooperating school
Intern	0.788	Extent to which principals are supportive of the intern's efforts in the cooperating school
Intern	0.763	Extent to which other school staff are are supportive of the intern's efforts in the cooperating school
Cooperating Teacher	0.755	Number of individuals or groups who frequently or sometimes participate in Teacher Corps project
Team Leader	0.748	Extent to which team leader feels interns have the opportunity to observe innovative teaching at the cooperating school

PR10.2: Continued

Respondent	Loading	Item
Intern	0.705	Extent to which intern says parents are supportive to the school
Team Leader	0.628	Extent to which team leader feels interns had an opportunity to participate in innovative teaching at the cooperating school
Principal, Cooperating School	0.627	Number of persons/groups who frequently or sometimes participate in Teacher Corps program

PR 10.3: Percent of Chicano Pupils and Staff in Public School

Respondent	Loading	Item
Principal, Cooperating School	0.947	Percent of brown pupils
Principal, Cooperating School	0.943	Percent of brown teachers
Principal, Cooperating School	0.936	Percent of brown paraprofessionals in project
Principal, Cooperating School	0.910	Percent of brown administrators
Intern	0.583	Number of elements in the school environment that discourage change
Cooperating Teache-	-0.546	Number of initiations or expansions as a result of Teacher Corps program
Principal, Cooperating School	-0.514	Number of black paraprofessionals in the project

PR10.4: Extent of Curriculum Expansion and Development in School as a Result of Teacher Corps

Respondent	Loading	Item
Team Leader	0.747	Areas that have been initiated or expanded in the school as direct result of the Teacher Corps program with areas of bilingual instruction, ethnically-oriented instruction, and ethnic studies
Team Leader	0.598	Number of areas that have been initiated or expanded in the school as a direct result of the Teacher Corps program

PR10.5: Extent of Reported Implementation of Portal Schools

Respondent	Loading	Item
Project Director	0.863	Extent to which project has "portal schools" in advanced planning or implementation stage
Project Director	0.695	Number of "portal schools" in advanced planning and partial implementation
Principal, Cooperating School	0.525	Number of activities that have been initiated or expanded as a result of Teacher Corps program

PR10.6: Percent of Black Staff in Public School

Respondent	Loading	Item
Principal, Cooperating School	0.638	Number of black paraprofessionals
Principal, Cooperating School	0.843	Number of black administrators

PR10.7: Percent of Pupils in Title I program at School

Respondent	Loading	Item
Superintendent of Schools	0.868	Percent pupils in Title I program
Principal, Cooperating School	-0.625	Number of activities which have been initiated or expanded as a result of Teacher Corps program
Intern	-0.554	Extent to which intern says parents are supportive to the school

PR11.1: Extent of Public School Staff Support of the Intern's Involvement in the Community Component

Respondent	Loading	Item
Project Director	0.823	Attitude of other teachers at school toward the community work of the interns
Project Director	-0.773	Percent of times that community coordinator is involved in this activity
Community Coordinator	0.693	How often team leader supervised community activities
Project Director	0.680	Attitude of team leaders toward the community work of the interns
Project Director	0.673	Attitude of principals toward the community work of the interns

PR11.2: Extent and Perceived Helpfulness of Supervision in the Community Component

Respondent	Loading	Item
Intern	0.838	How often community coordinator supervised intern in his community-based activities
Intern	0.811	How helpful was supervision

PR11.3: Extent of University Involvement in Community Component

Respondent	Loading	Item
Intern	0.897	Frequency of university staff in supervising the intern in his community-based activities
Project Director	0.718	Academic credit given for community component

PR11.4: Hours Per Week and Diversity of Community Component

Respondent	Loading	Item
Intern	0.781	Types of activities the intern participates in during the community component of the project.
Intern	0.772	Number of hours per week spent in community activities.

PR11.5: Variety of Groups and Agencies Involved in Supervision of Community Component

Respondent	Loading	Item
Community Coordinator	0.886	Frequency that community activities are supervised by school district personnel, community organization people, parents/ parent coordinators/ youth or other interns

PR12. 1: Comprehensiveness of Project Evaluation

Respondent	Loading	Item
Program Development Specialist	0. 870	Combination of variables from the formal and informal evaluation sections.
Program Development Specialist	0. 846	
Program Development Specialist	0. 703	
Program Development Specialist	0. 702	
Program Development Specialist	0. 609	
Program Development Specialist	0. 522	

12. 2: Variety of Data Collection Methods Used in Conducting Project Evaluation

Respondent	Loading	Loading	Item
Program Development Specialist		0. 912	How evaluation data was gathered.
Program Development Specialist		0. 850	How evaluation data was gathered.

PR12.3: Variety of Role Groups that Gather Data and Use the Evaluation

Respondent	Loading	Item
Program Development Specialist	0.879	Extent to which there is ongoing formal/informal evaluation of project.

PR13.1: Length of Teacher Corps Program at this University

Respondent	Loading	Item
Project Director	0.936	Number of ways present Teacher Corps cycle is different from past Teacher Corps cycle.
Project Director	0.923	Number of Teacher Corpos cycles at this university prior to Cycle VI.
Dean, School of Education	-0.574	Degree of cooperation between present Teacher Corps project and other education programs at this school.

PR13.2: Extent to Which Goals are Known and Shared by Project Staff

Respondent	Loading	Item
Team Leader	0.766	Extent of consensus about Teacher Corps goals
Intern	0.645	Extent of consensus about Teacher Corps goals
Team Leader	0.638	Amount of information team leader has about what the intern is learning in his school of education courses
Consensus	0.530	Extent of consensus about Teacher Corps goals across Teacher Corps role groups

PR13.3: Follow-up of Academic Instruction in School Setting

Respondent	Loading	Item
Cooperating Teacher	0.821	Information cooperating teacher has about what the intern is learning in his school of education courses
Team Leader	0.733	Extent to which the cooperating teachers participate in the overall design of the interns' field-based experience.
Team Leader	0.461	Amount of information team leader has about what the intern is learning in his school of education courses.

PR13.4: University Professor's Knowledge of Overall Instruction Given Interns

Respondent	Loading	Item
University Instructor	0.930	Extent to which instructors are aware of kind of instruction given interns on how to encourage pupil's personal growth.
University Instructor	0.774	Extent to which instructors are aware of teaching methods in reading/language taught interns.

PR14.1: Extent of Discontinuity of Project Staffing

Respondent	Loading	Item
Project Director	-0.843	Project Director assumed this role prior to start of Cycle VI
Project Director	0.842	Number of times cooperating school principals left job
Project Director	0.829	Number of times team leader left job
Project Director	0.668	Number of times the following role was vacated during Cycle VI--project director (during Cycle VI project), program development specialist, team leader, LEA coordinator, community coordinator, dean, school of education, and cooperating school principals
Intern	0.552	Intern lives in the community where he teaches

PR14.2: Extent of Cooperative Decision-Making at Project as Seen by Principal

Respondent	Loading	Item
Principal, Cooperating School	0.907	Variety of clusters involved in decision-making
Principal, Cooperating School	0.897	Variety of role groups involved in decision-making
Principal, Cooperating School	0.647	Amount of influence and cooperation decisions by coordinating members (community coordinator, LEA coordinator)
Principal, Cooperating School	0.640	Amount of influence and cooperation in decisions by teacher and principal
Team Leader	0.613	Amount of influence and cooperation in decision by teacher and principal

PR14.3: Extent of Cooperative Decision-Making as Seen by Project Staff

Respondent	Loading	Item
Team Leader	0.820	Amount of influence and cooperation in decision by LEA coordinator and superintendent
Team Leader	0.768	Amount of influence and cooperation in decision by Teacher Corps staff
Project Director	0.718	Amount of influence and extent of cooperation in decision-making
Project Director	0.714	Amount of influence and extent of cooperative decision-making by teacher and principal
Project Director	0.617	Variety of role groups involved in decision
Team Leader	0.563	Amount of influence and cooperation in decisions by university dean
Project Director	0.545	Amount of influence and extent of cooperation in decisions by LEA coordinator and superintendent

PR14.3: Extent of Cooperative Decision-Making as Seen by Project Staff (cont.)

Respondent	Loading	Item
Project Director	0.539	Amount of influence and cooperation in decisions by university dean
Project Director	0.455	Variety of clusters involved in decision

PR14.4: Frequency of Changes of Cooperating Schools and School Districts; Lack of Influence by LEA; Extent of Turnover in DSE role

Respondent	Loading	Item
Project Director	0.847	Number of schools added and dropped during Cycle VI
Project Director	0.831	Number of reorganizations of school system, environment of schools not open to instructional innovation, number of instructional program changes, and number of changes in number of interns assigned to schools
Principal, Cooperating School	-0.772	Amount of influence and cooperation in decisons by LEA superintendent
Principal, Cooperating School	-0.670	Amount of influence and cooperation in decisions by Teacher Corps staff
Project Director	0.517	Number of times dean, school of education vacated job
Principal, Cooperating School	-0.490	Amount of influence and cooperation in decisions by university dean

PR14.5: Extent of Cooperative Decison-Making as Seen by Project Staff

Respondent	Loading	Item
Team Leader	0.827	Variety of role groups involved in decisions
Team Leader	0.747	Variety of role groups involved in decisions
Project Director	0.688	Amount of influence and extent of cooperation in decisions by coordinators
Project Director	-0.612	Number of times dean, school of education vacated job

IV. INTERN EXIT MATERIALS

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THE SEVEN TRAINING GOALS COMMON TO TEACHER CORPS PROJECTS[1]

1. Teacher Corps interns see their role as teachers to include an emphasis on involvement in the school and community. Interns have been encouraged to utilize the broad resources of the school and the community in their teaching, and to gain the support and involvement of parents in the school.
2. Teacher Corps interns have been encouraged to use cooperative patterns of decision-making both as members of teaching teams and as teachers involving pupils in learning decisions.
3. Teacher Corps interns have been encouraged to develop curriculum materials and content that are realistic and relevant to minority group children. These materials may be ethnic studies materials or materials useful for teaching traditional content to the special pupil populations served by Teacher Corps interns. Interns are supposed to develop a sophisticated perspective for choosing curriculum materials.
4. Teacher Corps interns have been encouraged to develop high-quality affective relations with pupils. Affective relations in this sense seems to include developing positive rapport, the ability to relate positively to and communicate with pupils, appropriate body contact, being able to read and understand the child's social cues, understanding the child's ethnic language or dialect, and appropriate classroom management techniques.
5. Teacher Corps interns have been encouraged to use competency-based instructional techniques with pupils. This often includes diagnosing the pupil's current learning state, stating objectives in behavioral terms, designing ways for children to learn at their own rate, and evaluating children against the specific objectives.
6. Teacher Corps interns have tried to teach reading with considerable concern for the pupil's reading attitudes as well as his reading skills. While the techniques and strategies for teaching reading seem to vary between Teacher Corps, the intern's strategies still need to be documented and related to pupil growth during Phase II of the CRI study.
7. Teacher Corps interns are supposedly more "realistic" teachers for the inner-city and better equipped to teach in inner-city schools. They are given considerable practical experience in inner-city school environments and, thus, can be expected to have a basic understanding of inner-city school problems and a sense of competence to deal with these problems. They can also be expected to have a more realistic perception of the inner-city environment and the factors involved in that environment, the causes of poverty, for example.

[1]These seven goals were derived from stated goals of Teacher Corps projects and formed the bases of the exit variables used for this study.

LIST OF ALL INTERN EXIT FACTORS

EX1.1	Intern Utilizes School and Community Resources
EX1.2	Intern's Perception of Importance of Bringing About Change in School
EX1.3	Intern Initiates Contact with Parents: Telephone Calls
EX1.4	Intern Initiates Contact with Parents: Home Visits
EX1.5	Intern Initiates Contact with Parents: Number of Hours
EX1.6	Intern Initiates Contact with Parents: After School or Weekend Activities
EX2.1	Degree that Instructional Choices are Given to Pupils
EX2.2	Introduction of Culturally Relevant Curriculum Materials
EX2.3	Instruction Follows Lesson Plan
EX2.4	Extent of Group Planning of Lesson
EX2.5	Intern Uses Informal Authority Structure
EX2.6	Children Assigned Instructional Goal and Work in Groups
EX3.1	Introduction of Relevant New Curriculum
EX3.2	Intern Used Broad Range of Resources in Preparing Lesson
EX4.1	Child Initiating/Intern Responding Classroom Interaction
EX4.2	Intern Accepts and Uses Student Ideas
EX4.3	Intern Asks Open-Ended Questions, Attends to Response and Praises Child
EX4.4	Intern is Attentive to Children
EX4.5	Intern Gives Acknowledgement/Child Responding
EX4.6	Children Can Explore Room and Select Work Group but without Teacher-Child Interaction
EX4.7	Overall Ability to Relate to and Communicate with Pupils
EX5.1	Effective Pupil Diagnosis, Lesson Planning and Informal Authority (As Seen by Team Leader)
EX5.2	Diversity of Instructional Modes Used in Classroom
EX5.3	Corrective Feedback
EX5.4	Effective Pupil Diagnosis and Lesson Planning (From Interview with Intern)
EX5.5	Extent that Informal Authority Structure is Used (Intern Report)
EX5.6	Extent of Attention to Academic Topics in Instruction
EX5.7	Extent that Intern Provides Different Learning Activities for Different Children
EX6.1	Hours Per Week Teaching Reading
EX7.1	Intern Feels Competent to Deal with Problems of Schools Serving Low Income/Minority Group Children
EX7.2	Intern Perceives Reading Failure as Due to Student and Environment
EX7.3	Intern Perceives Poverty as Due to Individual or Fate
EX7.4	Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society

FACTOR LOADINGS FOR EACH INTERN EXIT FACTOR

EX 1.1: Intern Utilizes School and Community Resources

Respondent	Loading	Item
Team Leader	.774	Degree to which intern utilizes community resources
Team Leader	.756	Rating of interns ability to interact with parents
Team Leader	.745	Rating of interns ability to involve parents in school activities
Team Leader	.734	Degree to which intern utilizes available educational and recreational equipment and materials
Team Leader	.727	Degree to which intern utilizes special school personnel
Team Leader	.726	Degree to which intern utilizes facilities (such as parks libraries, etc) in connection with classroom teaching activities

EX 1.2: Intern's Perception of Importance of Bringing About Change in School

Respondent	Loading	Item
Intern	.830	How important intern views objective of bringing about educational change within his cooperating school
Intern	.789	How much influence intern feels he has in bringing about change with cooperating school
Intern	.655	Intern lives in the community where he teaches

EX 1.3: Intern Initiates Contact with Parents: Telephone Calls

Respondent	Loading	Item
Intern	.802	Frequency of telephone conversation with parents
Intern	.769	Intern initiates conversations with parents
Intern	.404	Frequency of teacher-parents conferences
Intern	.403	Degree to which intern knows the parents of his pupils

EX 1.4: Intern Initiates Contact with Parents: Home Visits

Respondent	Loading	Item
Intern	.891	Intern initiates home visit
Intern	.859	Frequency of home visits with parents

EX 1.5: Intern Initiates Contact with Parents: Number of Hours

Respondent	Loading	Item
Intern	.972	Number of hours per week for contact with parents
Intern	.950	Number of hours per week for all community activities

EX 1.6: Intern Initiates Contact with Parents: After School or Weekend Activities

Respondent	Loading	Item
Intern	.900	Frequency of after school or weekend activities with parents
Intern	.890	Who initiated after school/weekend activities

EX 2.1: Degree that Instructional Choices are Given to Pupils

Respondent	Loading	Item
Intern	.798	Pupil Choice: learning activity
Intern	.790	Pupil Choice: work alone or in group
Intern	.774	Pupil Choice: subject matter
Intern	.683	Pupil Choice: time for beginning and completing work

EX 2.2: Introduction of Culturally Relevant Curriculum Materials

Respondent	Loading	Item
Team Leader	.888	How often have reading, language arts, bilingual, drama been a part of new curriculum
Team Leader	.866	How consistent intern is in formulating specific classroom objectives
Team Leader	.813	How much new curriculum content/materials intern has introduced to classroom

EX 2.3: Instruction Follows Lesson Plan

Respondent	Loading	Item
Team Leader	.921	How consistently intern's instructional plan attends directly to pre-planned objectives
Team Leader	.886	Extent to which intern formulates different learning objectives for individual children

EX 2.4: Extent of Group Planning of Lesson

Respondent	Loading	Item
Intern	.790	Number of hours per week spent on group lesson planning
Intern	.770	How often lessons were team-planned

EX 2.5: Intern Uses Informal Authority Structure

Respondent	Loading	Item
Intern	.817	Intern relies heavily on informal classroom structures and places much emphasis on rules and routine procedures
Intern	.702	Child chooses the learning tasks

EX 2.6: Children Assigned Instructional Goal and Work in Groups

Respondent	Loading	Item
Intern	.759	How students were grouped to work on lessons (Individual/two or more/all)
Intern	-.543	Extent to which children chose activities themselves
Intern	-.526	Number of hours per week for team meetings

EX 3.1: Introduction of Relevant New Curriculum

Respondent	Loading	Item
Team Leader	.941	How much new curriculum content or materials the intern has introduced to the classroom in the following areas: reading, language arts, bilingual, drama, social sciences, multi-cultural holidays, ethnic studies, drug usage and effects, self-contept, group decision-making, Glasser's effective domain knowledge.
Team Leader	.939	How much new curriculum content or materials intern has introduced to the classroom in the following areas: reading, language arts, bilingual, drama, social sciences, multi-cultural holidays, ethnic studies, drug usage and effects, self-concept, group decision-making, Glasser's affective domain knowledge.

EX 3.2: Intern Used Broad Range of Resources in Preparing Lesson

Respondent	Loading	Item
Intern	.870	Intern used a broad range of resources in preparing lessons
Intern	-.446	Intern did an assessment of the interest and needs of students

EX 4.2: Intern Accepts and Uses Student Ideas

Respondent	Loading	Item
Intern	.869	Extent to which intern accepts/uses student's ideas, and extends/further develops them through discussion
Intern	.856	Extent to which intern solicits student's ideas and opinions in class discussion

EX 4.3: Intern Asks Open-ended Questions, Attends to Response and Praises Child

Respondent	Loading	Item
Intern	.668	Intern asking open-ended questions
Intern	.592	Child asking open-ended questions
Intern	.554	Adult praising children
Intern	-.523	Frequency of intern dismissal of student responses without attending to the responses

EX 4.4: Intern is Attentive to Children

Respondent	Loading	Item
Intern	.800	Intern attentive to children

EX 4.5: Intern Gives Acknowledgement/Child Responding

Respondent	Loading	Item
Intern	.745	Intern giving acknowledgement of children
Intern	.587	Child responding

EX 4.6: Children Can Explore Room and Select Work Group but without Intern-Child Interaction

Respondent	Loading	Item
Intern	.633	Adult not interacting with children
Intern	.594	Extent to which pupils can choose to work alone or in groups
Intern	.591	Extent to which intern permits children to explore the room and choose their own activities

EX 4.7: Overall Ability to Relate to and Communicate with Pupils

Respondent	Loading	Item
Team Leader	.726	Rating of intern's overall ability to relate to and communicate with children in a classroom situation

EX 5.1: Effective Pupil Diagnosis, Lesson Planning and Informal Authority
(As Seen by Team Leader)

Respondent	Loading	Item
Team Leader	.871	Effective diagnosis of pupil: current skill level
Team Leader	.870	Effective diagnosis of pupil: potential learning modes or rate
Team Leader	.828	Effective diagnosis of pupil: pupil interest or motivation
Team Leader	.814	Intern formulates specific learning objectives for classroom activities
Team Leader	.811	How consistently the intern's instructional plan attends directly to pre-planned objectives
Team Leader	.809	Effective diagnosis of pupil social development
Team Leader	.803	Extent to which intern formulates different learning objectives for individual children
Team Leader	.763	Intern permits children to explore the room individually or in groups and choose their own activities

EX 5.1: Effective Pupil Diagnosis, Lesson Planning and Informal Authority

(As Seen by Team Leader) (cont.)

Respondent	Loading	Item
Team Leader	.679	Intern relies heavily on informal structures in the classroom and places much emphasis on rules and routine
Team Leader	.614	Rating of intern's ability to involve parents in school and/or classroom activities
Team Leader	.427	Extent to which intern relies on informal classroom structure--rules, procedure

EX5.2 Diversity of Instructional Modes Used in Classroom

Respondent	Loading	Item
Intern	.961	Number of hours per week using the instructional strategies of: discussion, verbal interaction; pupil reading or working with work book, learning packet, writing activities, etc.; pupil listening to record, watching film, slides, etc.
Intern	.825	Number of hours per week using the instructional strategy of discussion, verbal interaction
Intern	.795	Number of hours per week using the instructional strategy of pupil reading or working with work book, learning packet, writing activities, etc.
Intern	.693	Number of hours per week for all academic curriculum
Intern	.619	Number of hours per week using the instructional strategy of pupil listening to record, watching film, slides, etc.
Intern	.512	Number of hours per week for all instructional activities

EX5.3 Corrective Feedback

Respondent	Loading	Item
Intern	.957	Intern giving pupils corrective feedback
Intern	.956	Adult giving children positive corrective feedback in task-related activity
Intern	.864	Adult giving children positive corrective feedback for behavior
Intern	.824	Adult giving any feedback

EX 5.4 Effective Pupil Diagnosis and Lesson Planning (from interview with intern)

Respondent	Loading	Item
Intern	.778	Extent to which intern had objectives for class in mind
Intern	.768	Degree to which lessons sought to develop special skills
Intern	.766	Extent to which students worked in groups
Intern	.734	Extent to which intern assessed students' knowledge
Intern	.440	Degree to which intern ideas were stimulated by his assessment of student interests and needs
Intern	.455	Degree to which intern made student evaluations

EX5.6 Extent that Informal Authority Structure is Used (intern report)

Respondent	Loading	Item
Intern	.878	Degree to which intern does not rely on heavy classroom structure or place emphasis on rules and routine procedures
Intern	.833	Extent to which intern does not attend to classroom management and behavior control as contrasted to academic activities
Intern	.511	Extent to which intern uses, extends, or further develops student ideas through discussion

EX5.7 Extent of Attention to Academic Topics in Instruction

Respondent	Loading	Item
Intern	.836	Intern instructing in academic area
Intern	.758	Child responding with academic theme

EX5.8 Extent that Intern Provides Different Learning Activities for Different Children

Respondent	Loading	Item
Intern	.755	Extent of different activities for different children
Intern	.633	Teacher instructing small group
Intern	.591	Child chooses learning tasks

EX6.1 Hours per Week Teaching Reading

Respondent	Loading	Item
Intern	.998	Number of hours per week for all reading activities
Intern	.674	Number of hours per week for reading comprehension (helping children understand what they have read)
Intern	.646	Number of hours per week for spelling, writing, and sentence structure
Intern	.596	Number of hours per week for pronunciation, word recognition, listening, oral language development, English as a second language

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EX7.1: Intern Feels Competent to Deal with Problems of Schools Serving Low-Income/ Minority Group Children

Respondent	Loading	Item

This factor is based on an intern's self report of his competence to deal effectively with 54 problems common to teachers of low-income/group children. The problems can be categorized into six areas as follows:

1. Parent and Community Problems
2. Instruction and Learning Problems
3. Colleagues and School Staff Problems
4. School Administration Problems
5. Resource Problems
6. Affective, Classroom Management Problems

The instrument was developed as part of the study known as "Evaluative Assessment of Exemplary Pre-Service Teacher Training for Inner-City Elementary Teachers." The study was done by CRI under contract to the Office of Economic Opportunity in 1972.

EX7.2 Intern Perceives Reading Failure as Due to Student and Environment

Respondent	Loading	Item
Intern	.885	Intern rates pupil and environment factors as being the most important explanations of a pupil's failure to read
Intern	-.828	Intern rates teacher factors as being the most important explanations of a pupil's failure to read
Intern	-.541	Intern rates pupil factors as being the most important explanations of a pupil's failure to read
Intern	.326	Intern rates environment factors as being the most important explanations of a pupil's failure to read

EX7.3 Intern Perceives Poverty as Due to Individual or Fate

Respondent	Loading	Item
Intern	.809	Intern perceives poverty as due to fate
Intern	.729	Intern rates pupil and environment factors as being the most important explanations of a pupil's failure to read
Intern	.681	Intern perceives poverty as due to the actions of the individual

EX7.4 Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society

Respondent	Loading	Item
Intern	.804	Intern perceives poverty as due to a structural problem in society
Intern	.799	Intern rates teacher factors as being the most important explanations of a pupil's failure to read
Intern	-.607	Intern perceives poverty as due to the actions of the individual

V. FACTOR SCORES FOR EACH PROJECT ON THE PROGRAM AND EXIT FACTORS

FACTOR SCORES FOR ALL PROGRAM FACTORS

Project Number	Project Name
1	Livingston University
2	University of the Pacific
3	San Diego State University
4	University of So. California
5	Adams State College
6	Atlanta Consortium
7	Grambling College
8	University of Massachusetts
9	Michigan State University
10	University of Nevada
11	Upsala College
12	Syracuse University
13	University of Toledo
14	Temple University
15	East Tennessee State Univ.
16	University of Houston
17	University of Texas
18	Norfolk State College
19	Virginia Common Wealth
20	University of Washington

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Factor Reference Number	Factor Name	Project Number 1	2	3	4	5	6	7	8
PR 1.1	Percent of Chicano Interns	-0.013	0.003	0.518	-0.430	-0.391	-0.430	0.304	0.137
PR 1.2	Percent of Black Interns	-0.209	0.115	0.738	0.232	0.714	-0.209	-0.209	-0.209
PR 1.3	Percent of White Interns	0.225	-0.276	-0.225	0.170	-0.330	-0.330	-0.064	0.103
PR 1.4	Dollar Expenditure per Intern								
PR 1.5	Team Leader/Intern Ratio	2.146	0.682	-0.804	1.063	1.696		-0.854	-0.854
*PR 1.6	Project Is An Undergraduate Project	1.000	2.000	2.000	1.000	1.000	1.000	2.000	1.000
*PR 1.7	Geographic Area of County (nominal data)	3.000	1.000	1.000	1.000	2.000	3.000	3.000	4.000
*PR 1.8	Number of Previous Cycles of Teacher Corps	2.000	2.000	2.000	2.000	2.000	2.000	1.000	2.000
PR 2.1	Percent of Minority Group Professors in School of Education	0.012	-0.025	0.0	-0.763	0.120	-0.609	3.677	0.079
PR 2.2	Positive Attitude of School of Education Toward Teacher Corps	0.471	1.080	0.0	-0.633	0.518	-0.108	-0.489	1.618
PR 2.3	Extent of Low Income/Minority Focus in Regular School of Education Program	-0.597	0.522	0.0	-0.167	1.676	-0.104	0.261	-1.402
PR 2.4	Project's Perception of Extent of Goal Similarity and Cooperation with School of Education	-0.682	0.667	0.0	0.075	-1.448	-1.281	-0.263	0.529
*PR 2.5	Cooperating IHE's are Public Institutions	3.000	1.000	2.250	1.000	3.000	2.000	3.000	3.000
*PR 2.6	Total Enrollment at IHE	1812.000	5080.000	14622.898	20797.000	2995.000	21181.000	3674.000	20732.000
PR 3.1	Number of Pupils per District	-1.677	-0.177	0.827	-1.211	0.0	0.0	-0.671	0.062
PR 3.2	Percent of Low Income Pupils in District	2.249	-1.080	-0.394	-0.295	0.0	0.0	-1.719	0.071
PR 3.3	Per-Pupil Expenditure in District	-1.558	0.064	-0.121	0.299	0.0	0.0	-0.330	0.865
PR 4.1	Percent of Black Team Leaders	0.302	-0.247	0.152	-0.447	-0.447	0.266	0.177	-0.322
PR 4.2	Percent of Chicano Team Leaders	-0.145	0.054	0.254	0.021	0.854	-0.145	-0.145	-0.145
PR 4.3	Percent of White Team Leaders	-0.146	0.003	-0.396	0.436	-0.396	-0.110	-0.021	0.478

An asterisk (*) indicates that the project scores for that variable are not standard scores.

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Project Number

9	10	11	12	13	14	15	16	17	18	19	20
-0.039	-0.257	0.280	0.020	0.227	0.395	-0.350	-0.055	-0.430	0.329	0.053	0.129
0.132	-0.140	-0.209	-0.209	-0.209	-0.209	-0.209	-0.009	0.696	-0.209	-0.209	-0.180
-0.062	0.359	-0.040	0.220	0.013	-0.180	0,570	0.045	-0.235	-0.089	0.221	-0.095
2.746											1.331
0.539	0.229	3.146	-0.604	0.396	2.063	-2.681	1.110	0.646	1.196		-0.104
4.000	2.000	4.000	4.000	4.000	4.000	3.000	2.000	2.000	3.000	3.000	1.000
1.000	1.000	1.000	1.000	2.000	2.000	2.000	2.000	1.000	1.000	1.000	2.000
-0.212	-0.315	-0.201	0.723	-0.348	-0.361	-0.622	-0.145	-0.337	0.096	-0.616	-0.354
-0.529	-2.082	1.239	-0.278	1.081	0,745	0.151	0.313	-0.660	0.021	-2.109	-0.348
1,483	-0.345	-0.071	-1.373	-0.825	1.577	-0.587	-0.313	-0.600	-0.552	-0.518	1.933
1.816	-0.154	-1.244	0.424	-0.293	1.720	-0.879	1.469	0.242	0.563	0.005	-1.265
3.000	3.000	1.000	1.000	3.000	1.000	3.000	3.000	3.000	3.000	2.000	3.000
44092.000	5746.000	1843.000	18563.000	14894.000	31592.000	9776.000	25582.000	11484.000	5202.000	14211.000	33202.000
-1.195	0.508	-0.793	-0.867	0.751	2.279	-0.134	1.416	0.572	0.139	-0.332	0.500
-1.499	-0.435	0.325	0.967	0.113	0.805	-0.309	0.705	-0.983	0.471	1.262	-0.252
0.945	-0.233	0.683	1.979	-0.092	1.560	-1.516	-1.286	-1.322	-0.275	0.181	0.155
-0.304	0.052	0.302	-0.047	0.123	0.385	-0.266	-0.019	-0.447	0.352	-0.114	0.552
-0.145	-0.145	-0.145	-0.145	-0.145	-0.145	-0.145	-0.002	0.854	-0.145	-0.145	-0.145
0.460	0.103	-0.146	0.203	0.031	-0.230	0.421	0.031	-0.396	-0.196	0.269	-0.396

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Factor Reference Number	Factor Name	Project Number							
		1	2	3	4	5	6	7	8
PR 4.4	Proportion of T.C. Credits Taught by Black Instructors	-0.221	-0.221	-0.085	-0.144	-0.221	-0.221	0.569	0.278
PR 4.5	Proportion of T.C. Credits Taught by Chicano Instructors	-0.106	0.893	0.076	-0.106	0.170	-0.106	-0.106	-0.106
PR 4.6	Proportion of T.C. Credits Taught by White Instructors	-0.422	-0.422	-0.346	0.500	0.300	-0.422	-0.212	0.077
PR 4.7	Years Team Leader Has Taught Low-income Children	7.252	-3.569	-4.525	-5.699	-4.544	6.287	13.792	-5.866
PR 4.8	Intern Learned Most From Team Leader	-2.391	2.772	0.269	-0.363	0.269	0.364	-0.168	-2.901
PR 4.9	Intern Learned Most From Project Director	-2.809	-1.518	0.046	0.743	-0.230	-1.196	2.297	2.478
PR 4.10	Team Leader Employed by District Prior to Teacher Corp	-0.442	-0.302	0.063	0.063	-0.527	0.075	0.075	0.063
PR 4.11	Staff Perceives Reading Failure as Due to Teacher	-3.026	-0.387	-2.161	-1.478	3.229	3.162	0.593	0.057
PR 4.12	Staff Perceives Reading Failure as Due to Student or Environment	-0.900	-3.136	0.353	2.689	2.767			-2.217
PR 4.13	Staff Explains Poverty as Structural Problem in Society	0.464		-3.476	0.479	2.609	-0.159	-2.753	2.770
PR 4.14	Staff Explains Poverty as Problem with Individual or with Fate	-0.336		-3.704	2.842	3.898	-3.193		-2.152
PR 5.1	Intern Selection Procedure: Communication is Informal; Selection Process is Broad-Based; Criteria: Potential Ability, Language Ability, Personality	1.314	1.197	-0.237	1.278	0.190	0.458	-1.464	-2.261
PR 5.2	Intern Selection Procedure: Communication is Formal and Informal; Criteria: Personality, Background Experiences, Ethnic and Cultural Considerations	-0.948	-0.529	1.043	1.218	1.309	-0.783	1.651	-0.801
PR 5.3	Intern Selection Procedure: Number of Strategies Used to Contact Hard-to-Contact Groups	-0.279	0.502	-0.345	1.480	-1.529	0.277	-0.379	-1.118
PR 5.4	Intern Selection Procedure: Academic Requirements were Waived	-0.868	2.775	0.569	0.198	-0.748	-1.543	-0.743	1.141

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Project Number

9	10	11	12	13	14	15	16	17	18	19	20
0.190	-0.007	0.078	0.078	-0.221	-0.122	-0.221	-0.221	-0.221	0.726	0.086	0.177
0.011	-0.106	0.193	0.093	-0.106	-0.183	-0.106	-0.106	0.171	-0.054	-0.106	-0.150
0.048	0.363	-0.022	0.077	-0.422	-0.415	0.577	0.577	0.300	-0.422	0.270	0.326
6.665	-9.284	-6.539	-4.525	2.554	8.444	-6.185	-1.936	2.383	0.752	-7.655	5.752
1.151	1.698	-0.172	3.875	0.606	-1.576	-2.246	-1.302		2.355	1.324	0.915
-0.953	-3.281	3.111	-3.836	1.063	1.714	2.465	-2.573	2.765	0.363	-0.376	-0.579
0.075	0.070	0.057	0.063	0.639	0.063	0.075	0.070	0.049	0.063	0.063	0.057
-0.067	-0.795	-1.019	-3.320	1.684	2.818	-2.310	2.909	-1.845	0.903	3.287	
3.014	3.067	3.193	-3.300	1.344			-0.428		-3.298	-1.925	
0.937	2.169	3.342	0.420	3.330			-0.493	-1.231	-1.150	1.984	1.388
-3.805	-1.304	0.351	-2.555	3.060			0.339	2.417	3.810	0.895	-3.594
-0.960	-0.576	0.781	0.0	0.0	0.637	0.649	0.474	-0.433	-0.192	-1.183	0.328
0.508	-1.905	-0.726	0.0	0.0	0.574	-0.198	-0.318	-1.070	0.022	-0.255	1.209
1.968	0.104	0.216	0.0	0.0	1.057	-0.101	-0.835	-0.211	-0.428	0.522	2.068
-0.036	-0.467	-0.564	0.0	0.0	-0.756	0.387	0.934	-0.988	-0.017	0.465	0.259

BEST COPY AVAILABLE

Factor Reference Number	Factor Name	Project Number 1	2	3	4	5	6	7	8
PR 5.5	Intern Selection Procedure: Communication is Formal; Selection Process is Narrow-Based; Criteria Stress: Academic Ability	0.078	0.440	0.002	-2.043	2.275	-0.480	0.008	-1.192
PR 6.1	Extent of Course Revision for Teacher Corps Training	-1.267	1.149	-1.030	1.124	-0.627	-1.282	0.561	0.323
PR 6.2	Number of Credits and Percent of Credits Outside of School of Education	-0.519	0.881	0.753	-0.864	0.584	-0.433	1.064	0.021
PR 7.1	Variety of Groups and Methods were Used in Specifying Competencies	0.675	1.475	-1.963	0.678	-1.058	0.542	-0.100	-0.242
PR 7.2	Amount of Simulation/ Feedback Training Used	1.011	1.067	0.280	1.471	-0.771	-0.659	0.628	0.699
PR 7.3	Competencies were Used in Training Interns	-0.429	-0.447	-0.612	-0.502	-0.458	-0.493	2.469	-0.656
PR 8.1	Extent that Intern Feels Accepted Within Project and Amount of Sensitivity and Cross-Cultural Training	-0.171	1.851	0.952	1.909	0.681	1.096	0.356	-0.283
PR 8.2	Intern Feels He Can Be Self Directed	-0.710	-0.250	0.109	0.915	1.170	0.291	-1.092	2.777
PR 8.3	Intern Chooses Elective Courses but Doesn't Feel Accepted or in Contact with Project Staff	2.937	-0.853	-1.159	0.819	0.718	-0.489	0.759	-0.358
PR 8.4	Intern Feels Accepted in Public School Setting	-0.177	-0.353	-1.436	1.512	-1.722	0.670	1.183	-0.087
PR 9.1	Similarity of Views Between Team Leader and Cooperating Teacher Regarding Goals of Teacher Corps, Curriculum Development and Supervision	-0.322	0.492	-0.085	0.261	1.179	0.795	0.550	-0.723
PR 9.2	Intern on Teaching Team Characterized by Loose Operations, Intern Frequently Asks for Help, Team Leader Teaches and in School Environment Allows Interns to Bring About Change Outside Their Classrooms	-1.350	-0.238	0.405	1.767	1.192	0.396	0.311	-0.202
PR 9.3	Many Role Groups Involved in Selection of Cooperating Teacher	-1.367	2.447	0.284	1.643	0.644	-1.186	-1.537	-0.863

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Project Number

9	10	11	12	13	14	15	16	17	18	19	20
-0.729	1.567	-1.129	0.0	0.0	-0.070	-0.056	0.685	-0.682	0.441	0.379	0.505
0.599	0.538	1.427	0.341	-1.239	-1.666	-1.138	1.043	0.738	0.514	-0.757	0.649
1.127	-1.560	1.093	-1.405	0.873	0.625	-1.023	-1.311	-1.186	0.282	-0.551	1.549
0.654	-0.096	-0.913	0.861	-0.291	0.408	0.238	0.343	-2.398	1.330	0.696	-0.362
1.039	-1.219	-0.786	-0.962	0.998	1.085	-0.743	1.097	-1.353	-0.820	-0.919	-1.141
-0.303	-0.437	-0.366	-0.462	-0.377	0.844	0.602	-0.361	2.538	-0.412	-0.428	1.496
0.166	-1.829	-0.814	-0.610	0.325	-0.253	-0.972	-1.444	-0.909	0.594	-0.535	0.221
-0.496	-0.871	-0.780	-0.379	0.144	-0.024	0.629	0.092	-1.755	0.057	1.072	-0.898
1.008	-0.633	-0.726	-0.701	-0.073	-0.607	0.749	0.757	-0.060	-0.405	-0.271	-1.411
-1.533	-0.232	0.786	0.849	1.215	-1.200	0.761	-0.464	-0.244	0.898	0.580	-1.008
0.169	-1.084	-0.072	-0.158	0.440	0.023	-1.395	-1.073	-0.819	2.841	-1.495	0.475
-0.336	-0.351	-0.533	0.273	0.593	-2.152	1.916	0.096	-0.616	0.057	0.315	-1.542
0.277	-0.107	0.257	0.601	-0.683	0.792	-0.190	0.498	0.396	-0.776	-0.590	0.661

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Factor Reference Number	Factor Name	Project Number 1	2	3	4	5	6	7	8
PR 9.4	Extent that Cooperating Teacher Participates in Overall Design of Teacher Corps and Agrees with Teacher Corps Goals	-0.853	-0.301	-1.642	-0.016	-0.891	0.967	-0.575	-2.137
PR 9.5	Amount of Clinical Supervision Given to Intern	1.772	0.441	1.476	-0.083	0.088	-0.055	1.359	-1.749
PR 9.6	Intern Operates as Independent Teacher with Supervisory Support from Cooperating Teacher and Use of Video Tape Feedback in Field Setting	1.946	0.065	-1.198	0.617	1.148	-0.071	-2.165	1.558
PR 10.1	Percent of White Pupils and Staff in Public School	-1.327	-0.251	-0.563	1.394	-0.006	-1.905	-0.028	1.995
PR 10.2	Extent of Intern Exposure to Innovative Teaching and Intern's Sense that School Staff Support His Efforts	-1.889	0.424	-0.494	0.638	1.172	0.558	0.562	-1.405
PR 10.3	Percent of Chicano Pupils and Staff in Public School	-0.263	0.325	0.532	0.421	2.239	-1.190	-0.120	-1.157
PR 10.4	Extent of Curriculum Expansion and Development in School as a Result of Teacher Corps	-0.911	-1.314	1.710	1.600	0.064	-0.065	-1.020	-0.104
PR 10.5	Extent of Reported Implementation of Portal Schools	1.624	-1.262	-0.922	0.778	-0.216	0.699	-0.700	-1.352
PR 10.6	Percent of Black Staff in Public School	1.053	0.226	-0.167	-0.096	-0.627	-3.411	0.604	-0.915
PR 10.7	Percent of Pupils in Title I Program at School	1.380	-0.455	-1.177	-0.895	2.762	-0.334	-0.858	1.556
PR 11.1	Extent of Public School Staff Support of the Intern's Involvement in the Community Component	0.463	1.365	0.712	1.168	0.740	0.308	0.427	
PR 11.2	Extent and Perceived Helpfulness of Supervision in the Community Component	0.066	0.439	0.317	-1.006	0.177	1.671	0.787	
PR 11.3	Extent of University Involvement in Community Component	1.335	0.794	0.617	-0.222	1.300	-1.392	0.920	
PR 11.4	Hours Per Week and Diversity of Community Component	-1.406	1.256	1.167	-0.546	1.768	0.113	0.551	
PR 11.5	Variety of Groups and Agencies Involved in Supervision of Community Component	-0.896	-0.644	0.800	-0.386	0.737	-0.913	1.092	

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Project Number

9	10	11	12	13	14	15	16	17	18	19	20
1.502	0.277	-0.519	0.235	0.306	1.096	0.572	0.433	-0.397	0.859	1.847	-0.292
0.232	-0.648	-0.032	-0.798	-1.992	-0.048	0.062	1.398	-0.588	0.094	0.142	-1.071
0.341	0.548	-1.150	0.050	0.296	-0.078	-0.541	0.970	-0.790	0.548	0.524	-0.828
1.049	0.775	-0.495	0.045	-0.084	-1.209	1.670	-0.890	0.030	0.005	0.276	-0.480
0.239	-1.463	0.416	0.944	0.954	-1.005	0.376	0.541	-1.582	1.535	-0.164	-0.356
-0.310	-0.613	-0.240	-0.372	-0.057	-0.845	-0.341	0.163	2.899	-0.508	-0.623	0.059
-0.833	1.321	-0.450	-0.685	-0.187	0.436	-0.384	2.341	-0.682	0.109	-0.386	-0.559
-0.254	-0.229	-0.738	-0.773	1.226	-1.171	2.002	0.391	-0.011	-0.766	1.133	0.542
-0.138	-0.248	0.722	0.223	1.033	0.919	-0.098	0.940	-0.859	0.234	0.040	0.566
-0.737	-0.186	-0.086	-0.377	-0.667	0.075	-0.161	0.570	-1.155	0.813	0.338	-0.406
0.901	-0.959	-0.880	-2.030	0.670	-0.230	-1.631	-0.558	0.898	-0.960	-1.013	0.608
-1.626	-1.485	1.116	-0.807	-0.990	1.065	-0.290	-0.898	-1.035	0.749	0.467	1.282
0.139	-0.957	-0.485	1.982	0.482	-0.009	0.809	-1.350	-1.142	-0.741	-1.003	-0.114
-1.811	1.183	-0.865	-0.597	-0.117	-1.198	0.564	0.846	-0.117	0.339	-0.166	-0.961
1.794	-0.244	-0.087	-0.708	-0.359	0.157	-0.708	-0.936	-0.606	0.610	2.456	-1.156

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Factor Reference Number	Factor Name	Project Number							
		1	2	3	4	5	6	7	8
PR 12.1	Comprehensiveness of Project Evaluation	0.317	0.702	0.399	0.902	0.176	1.159	-0.627	-0.395
PR 12.2	Variety of Data Collection Methods Used in Conducting Project Evaluation	0.180	-0.360	0.098	0.286	-0.210	-1.931	-0.852	2.192
PR 12.3	Variety of Role Groups that Gather Data and Use the Evaluation	-0.143	-1.776	-0.019	-0.732	1.756	1.360	0.294	0.366
PR 13.1	Length of Teacher Corps Program at this University	0.630	0.438	0.650	0.679	0.516	1.665	-0.634	1.143
PR 13.2	Extent to Which Goals are Known and Shared by Project Staff	0.371	-1.181	1.141	1.927	1.571	-0.557	0.260	1.365
PR 13.3	Follow-up of Academic Instruction in School Setting	0.203	-0.387	-0.579	0.134	-0.271	2.529	-0.143	-1.355
PR 13.4	University Professor's Knowledge of Overall Instruction Given Interns	-0.630	0.549	-0.376	1.026	-0.037	-0.562	0.569	-0.696
PR 14.1	Extent of Discontinuity of Project Staffing	-1.093	1.650	1.640	-1.119	0.497	-0.752	-0.213	0.739
PR 14.2	Extent of Cooperative Decision-Making at Project as Seen by Principal	-0.535	-0.298	1.527	0.025	0.576	1.297	1.063	-2.223
PR 14.3	Extent of Cooperative Decision-Making as Seen by Project Staff	0.876	1.140	-1.146	0.294	-0.024	0.601	0.673	-0.375
PR 14.4	Frequency of Changes of Cooperating Schools and School Districts; Lack of Influence by LEA; Extent of Turnover in DSE Role	-0.811	-0.728	0.283	-0.759	1.188	-0.776	-0.294	-0.992
PR 14.5	Extent of Cooperative Decision-Making as Seen by Project Staff	-2.107	-0.137	-0.535	1.545	1.126	1.186	-2.110	-0.332

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Project Number

9	10	11	12	13	14	15	16	17	18	19	20
0.474	-0.649	0.201	-0.264	-0.923	0.070	-0.233	-0.901	-3.063	0.040	1.639	0.983
0.308	-0.264	0.223	-0.187	0.848	0.931	0.578	0.864	-1.942	0.825	-1.426	0.200
0.294	-1.983	-0.584	0.840	0.421	-0.267	-0.559	0.276	-0.252	1.765	0.061	-1.118
-1.213	-1.216	-1.260	-1.416	0.665	1.344	0.077	0.887	-1.170	-0.968	-0.935	0.120
0.803	0.773	-0.617	0.042	-1.564	-0.685	-0.155	-1.253	-0.688	-0.369	-0.203	-0.979
0.967	0.388	0.332	-0.821	0.326	0.565	0.702	-1.515	-0.317	0.496	0.773	-2.026
-0.247	0.326	-1.201	-0.777	-0.724	1.967	-2.272	-0.137	-0.018	1.164	1.623	0.453
-0.972	0.240	1.816	0.913	-1.624	1.008	0.219	-0.365	-0.712	0.218	-0.364	0.289
-0.876	-1.411	0.631	0.368	1.376	-0.170	0.500	-1.357	0.198	-0.166	0.342	-0.858
1.055	-1.586	1.239	-1.911	-1.894	0.430	0.605	-1.039	0.004	0.022	0.593	0.443
2.620	0.271	-0.164	0.617	-0.921	-1.081	-0.521	0.069	1.376	-0.161	1.442	-0.657
0.534	0.358	0.573	-0.222	0.251	0.452	0.493	0.060	-1.417	-0.744	0.173	0.855

FACTOR SCORES FOR ALL EXIT FACTORS

Project Number	Project Name
1	Livingston University
2	University of the Pacific
3	San Diego State University
4	University of So. California
5	Adams State College
6	Atlanta Consortium
7	Grambling College
8	University of Massachusetts
9	Michigan State University
10	University of Nevada
11	Upsala College
12	Syracuse University
13	University of Toledo
14	Temple University
15	East Tennessee State Univ.
16	University of Houston
17	University of Texas
18	Norfolk State College
19	Virginia Common Wealth
20	University of Washington

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Factor Reference Number	Factor Name	Project Number							
		1	2	3	4	5	6	7	8
EX 1.1	Intern Utilizes School and Community Resources	0.580	-0.421	-0.224	-0.153	-1.107	-0.082	0.273	-0.462
EX 1.2	Intern's Perception of Importance of Bringing About Change in School	0.059	0.128	0.267	0.091	0.372	0.263	0.197	-0.090
EX 1.3	Intern Initiates Contact with Parents: Telephone Calls	-0.948	0.212	0.635	0.265	-0.294	0.340	0.003	-0.092
EX 1.4	Intern Initiates Contact with Parents: Home Visits	0.110	-0.064	0.536	-0.439	0.550	0.257	0.181	-0.496
EX 1.5	Intern Initiates Contact with Parents: Number of Hours	-0.027	-0.347	0.075	-0.214	-0.149	-0.523	-0.023	-0.409
EX 1.6	Intern Initiates Contact with Parents: After School or Weekend Activity	0.246	0.179	0.010	0.167	0.551	0.025	0.213	-0.326
EX 2.1	Degree that Instructional Choices are given to Pupils	-0.027	-0.535	-0.337	0.578	0.306	0.450	-0.421	0.052
EX 2.2	Introduction of Culturally Relevant Curriculum Materials (Team Leader)	0.461	-0.180	-0.579	-0.166	-0.293	-0.348	0.049	0.136
EX 2.3	Instruction Follows Lesson Plan	-0.020	-0.750	0.616	0.163	-0.719	0.389	0.269	-0.871
EX 2.4	Extent of Group Planning of Lesson	-0.343	-0.175	-0.446	0.142	-0.041	-0.201	-0.590	0.685
EX 2.5	Intern Uses Informal Authority Structure	0.246	-0.626	-0.296	0.152	-0.152	-0.005	-0.519	0.453
EX 2.6	Children Assigned Instructional Goal and Work in Groups	-0.349	0.196	0.092	-0.021	0.317	-0.294	0.442	-0.018
EX 3.1	Introduction of Relevant New Curriculum	-0.506	-0.427	0.763	0.199	-0.147	-0.230	-0.488	0.407
EX 3.2	Intern Used Broad Range of Resources in Preparing Lesson	-0.676	0.362	0.071	0.219	0.998	-0.621	-1.043	0.794
EX 4.1	Child Initiating/Intern Responding Classroom Interaction	-0.222	-0.375	0.199	-0.131	-0.206	-0.225	-0.296	0.393
EX 4.2	Intern Accepts and Uses Student Ideas	-0.083	-0.250	-0.326	0.309	0.293	-0.093	-0.517	0.412
EX 4.3	Intern Asks Open-ended Questions, Attends to Response and Praises Child	-0.177	-0.812	0.089	-0.655	-0.599	-0.274	-0.344	0.711

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Project Number

9	10	11	12	13	14	15	16	17	18	19	20
0.748	0.455	-0.006	0.473	0.440	0.026	-0.180	0.584	0.269	-0.416	-0.991	-0.241
-0.351	-0.003	-0.452	0.504	0.004	-0.319	0.494	0.078	-0.268	-0.123	-0.555	-0.388
-0.108	0.107	0.475	0.870	0.225	-0.716	0.000	0.187	-0.322	-0.469	-0.253	0.097
-0.536	-0.596	-1.037	0.252	0.571	-0.041	0.334	0.454	0.321	0.193	-0.592	-0.050
-0.253	0.017	0.332	0.503	-0.486	-0.006	0.378	-0.110	0.223	0.778	-0.012	0.324
-0.039	-0.266	-0.093	-0.065	0.160	-0.348	-0.211	-0.084	0.122	-0.087	0.297	-0.130
-0.278	0.121	0.286	0.257	0.086	-0.760	0.614	-0.142	0.120	-0.100	0.679	-0.643
0.354	0.155	0.306	0.153	0.048	0.343	-0.261	0.255	1.092	-0.276	-0.735	-0.351
-0.100	0.072	0.242	0.011	0.129	-0.106	0.149	0.025	0.702	0.386	-1.114	0.520
-0.264	0.183	0.231	0.101	0.052	-0.280	0.053	0.951	-0.221	-0.164	0.133	0.216
0.201	-0.083	-0.143	-0.043	-0.297	0.183	0.563	0.014	-0.695	0.317	0.225	0.387
0.178	0.100	0.336	-1.099	-0.466	-0.003	-0.366	0.203	0.226	0.258	-0.171	0.266
0.289	0.838	0.156	-0.026	-0.430	1.112	0.072	-0.145	-0.499	-0.843	0.075	0.075
0.100	-0.208	-0.171	0.330	0.512	-0.054	0.237	0.261	-0.220	-0.562	0.562	-0.980
0.504	-0.361	0.255	0.033	0.141	-0.276	0.563	-0.192	-0.457	-0.167	0.590	-0.125
0.011	0.100	-0.413	-0.871	-0.296	0.102	0.231	0.543	0.007	0.339	0.161	0.102
-0.333	0.739	0.839	0.122	0.310	0.716	0.697	-0.544	-0.283	-0.157	-0.411	0.512

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Factor Reference Number	Factor Name	Project Number 1	2	3	4	5	6	7	8
EX 4.4	Intern is Attentive to Children	-0.079	-0.114	0.217	-0.660	-0.037	-0.270	-0.137	-0.364
EX 4.5	Intern Gives Acknowledgement/Child Responding	-0.179	0.179	0.731	-0.494	0.461	-0.137	0.479	0.071
EX 4.6	Children Can Explore Room and Select Work Group, but Without Teacher-child interaction	-0.081	0.292	-0.866	0.728	0.414	0.030	-0.869	-0.347
EX 4.7	Overall Ability to Relate to and Communicate with Pupils (Team Leader)	-0.328	-0.019	0.044	-0.134	-0.279	-0.441	-0.115	0.304
EX 5.1	Effective Pupil Diagnosis, Lesson Planning and Informal Authority (As See Team Leader)	0.524	-0.507	-0.305	-0.059	-0.813	-0.339	0.278	-0.036
EX 5.2	Diversity of Intructional Modes Used in Classroom	-0.221	-0.404	-0.208	-0.221	-0.481	-0.274	1.309	-0.206
EX 5.3	Corrective Feedback	0.680	-0.518	0.475	-0.879	0.277	-0.136	1.012	0.436
EX 5.4	Effective Pupil Diagnosis and Lesson Planning (from interview with intern)	-0.430	-0.003	0.136	0.055	0.473	0.016	0.069	-0.494
EX 5.5	Extent that Informal Authority Structure is Used (intern report)	0.531	-0.682	-0.395	-0.317	-0.081	0.274	-0.396	0.217
EX 5.6	Extent of Attention to Academic Topics in Instruction	0.169	0.477	-0.052	1.017	0.816	-0.167	-0.188	-1.029
EX 5.7	Extent that Intern Provides Different Learning Activities for Different Children	-0.771	0.071	1.075	0.523	-0.057	-0.230	-0.668	0.079
EX 6.1	Hours per Week Teaching Reading	-0.376	-0.183	-0.035	-0.097	-0.303	0.170	1.011	-0.621
EX 7.1	Intern Feels Competent to Deal with Problems of Schools Serving Low Income/ Minority Group Children	0.138	-0.049	0.084	0.045	0.538	-0.214	-0.200	-0.429
EX 7.2	Intern Perceives Reading Failure as Due to Student and Environment	1.528	-0.193	0.039	0.902	-0.606	-0.265	0.855	0.326
EX 7.3	Intern Perceives Poverty as Due to Individual or Fate	1.061	0.268	0.503	-1.959	0.609	-0.275	0.863	-1.520
EX 7.4	Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society	-1.157	0.429	2.013	-0.024	0.021	0.174	-1.809	-0.930

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Project Number

9	10	11	12	13	14	15	16	17	18	19	20
-0.483	0.047	0.973	0.063	0.150	0.007	0.182	0.090	-0.074	0.163	0.819	-0.160
-0.126	-0.149	0.598	-0.020	-0.046	-0.923	0.287	0.169	0.034	-0.732	0.245	-0.175
0.115	0.478	-0.058	-0.131	0.196	-0.468	0.563	0.375	-0.269	-0.674	0.413	-0.310
0.737	0.254	0.178	-0.237	0.348	0.357	-0.334	0.484	0.631	-0.600	-0.919	0.002
0.817	0.374	-0.378	0.308	0.351	0.296	-0.002	0.048	0.978	-0.273	-1.101	-0.363
-0.456	0.519	0.059	-0.124	-0.481	-0.650	0.669	-0.201	0.080	0.360	0.303	0.499
-0.009	-0.432	-0.075	-0.253	0.056	-0.176	-0.314	0.128	0.181	-0.077	0.472	-0.406
0.134	0.011	0.278	-0.037	-0.181	-0.368	-0.320	0.069	0.120	0.131	0.059	0.420
0.329	0.186	-0.258	-0.488	-0.188	0.273	0.471	-0.017	-1.465	0.718	0.050	0.156
-0.022	0.569	-0.316	-0.434	-0.771	-0.086	-0.212	0.829	0.701	-0.557	-0.728	-0.075
-0.814	-0.172	-0.650	0.453	-0.496	0.166	0.191	-0.014	1.053	-0.294	0.622	0.481
-0.516	-0.087	-0.085	0.188	-0.415	-0.511	0.618	-0.098	0.480	0.689	-0.397	0.319
-0.495	0.323	-0.295	0.324	-0.045	0.321	0.271	0.234	0.377	0.485	-0.095	-0.081
-2.223	-0.253	-0.074	-1.351	1.687	-0.212	1.177	-0.205	-1.501	0.086	0.134	-0.548
0.844	0.098	0.405	-2.194	-0.683	-1.118	1.366	0.552	0.872	0.332	-1.087	-0.539
-0.840	0.201	0.809	-1.400	1.520	0.604	-0.487	1.188	1.911	-0.453	-0.217	-0.516

VI. MULTIPLE LINEAR REGRESSIONS

MULTIPLE LINEAR REGRESSIONS FOR ALL INTERNS

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 1.1:
Intern Utilizes School and Community Resources

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STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	14 PR 9.2		0.2720	0.0740	0.0740	28.6767		1
2	26 PR 14.1		0.3344	0.1133	0.0393	15.9728		2
3	25 PR 13.4		0.3803	0.1446	0.0314	13.0872		3
4	6 PR 2.4		0.4440	0.1970	0.0523	23.6460		4
5	7 PR 4.2		0.4572	0.2054	0.0075	3.3371		5
6	12 PR 4.13		0.4596	0.2112	0.0058	2.4107		6
7	23 PR 13.2		0.4643	0.2156	0.0044	1.8961		7
8	28 PR 14.4		0.4727	0.2235	0.0078	3.3524		8
9	10 PR 4.9		0.4784	0.2288	0.0053	2.2443		9
10	22 PR 11.4		0.4819	0.2322	0.0034	1.4375		10
11	2 PR 1.2		0.4854	0.2356	0.0034	1.4543		11
12	1 PR 1.1		0.4876	0.2377	0.0021	0.8743		12
13	19 PR 10.7		0.4898	0.2398	0.0021	0.8901		13
14	14 PR 9.5		0.4909	0.2409	0.0010	0.4072		14
15	5 PR 2.1		0.4923	0.2423	0.0014	0.5885		15
16	21 PR 11.3		0.4943	0.2443	0.0020	0.8527		16

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 1.2:
Intern's Perception of Importance of Bringing About Change in School

BEST COPY AVAILABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	22 PP 11.4		0.1736	C.0302	C.0302	11.1604		1
2	21 PP 11.3		0.2278	C.0519	C.0217	8.2104		2
3	2 BG 1.2		0.2486	C.0618	C.0099	3.7785		3
4	25 PP 13.4		0.2626	C.0690	C.0071	2.7242		4
5	26 PP 14.1		0.2745	C.0764	C.0075	2.8762		5
6	18 PP 10.6		0.2832	C.0802	C.0037	1.4362		6
7	28 PP 14.4		0.2896	C.0835	C.0037	1.4254		7
8	10 PP 4.0		0.2958	C.0875	C.0026	1.3572		8
9	19 PP 10.7		0.3011	C.0907	C.0032	1.2320		9
10	1 BG 1.1		0.3047	C.0928	C.0021	C.8212		10

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 1.3:

Intern Initiates Contact With Parents: Telephone Call

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STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	15 PR 10.7		0.2034	C.0414	C.0414	15.4886		1
2	9 PR 4.7		0.2839	C.0806	C.0392	15.2749		2
3	26 PR 14.1		0.3056	C.0934	C.0128	5.0522		3
4	29 PR 14.5		C.3206	0.1028	C.0093	3.7042		4
C.3408	C.1162	C.0134	5.3884		5			
0.3554	C.1263	C.0101	4.1120		6			
C.3715	C.1380	C.0117	4.7898		7			
0.3806	C.1449	C.0069	2.8254		8			
0.3870	C.1498	C.0049	2.0178		9			
C.3947	C.1558	C.0060	2.5065		10			
0.4012	C.1609	C.0051	2.1311		11			
0.4115	C.1697	C.0087	3.6667		12			
0.4142	C.1716	C.0019	C.7917		13			
0.4176	C.1744	C.0028	1.1931		14			

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 1.4:

Intern Initiates Contact With Parents: Home Visits

BEST COPY AVAILABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	22 PR 11.4		0.2009	C.C4C4	C.C4C4	15.1C67		1
2	9 PR 4.7		0.2882	C.C831	C.C427	16.6615		2
3	13 PR 6.1		0.3341	C.1116	C.C286	11.4856		3
4	24 PR 13.3		0.3578	C.128C	C.C164	6.6802		4
5	25 PR 13.4		0.3689	0.1361	C.CCE1	3.3207		5
6	26 PR 14.1		0.3811	C.1453	C.CCS2	3.8023		6
7	15 PR 9.1		0.3971	C.1577	C.C124	5.1970		7
8	12 PR 4.13		C.4C89	C	C.CC95	4.0222		8
9	14 PR 8.2		0.415C	C.17	C.CC5C	2.1267		9
10	11 PR 4.11		0.4247	C.18	C.CCE1	3.4773		10
11	18 PR 10.6		0.4343	C.1886	C.CCE3	3.5546		11
12	1 SG 1.1		0.4415	C.195C	C.CCE4	2.7703		12
13	17 PR 9.6		0.4445	C.1976	C.CC26	1.1233		-13
14	8 PR 4.6		0.4463	C.1992	C.CC16	C.6869		14
15	3 SG 1.5		0.4480	C.2CC7	C.CC15	C.6305		15

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 2.1:

Degree That Instructional Choices are Given to Pupils

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STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	3 BG 1.5		0.2463	C.C6C7	C.C6C7	23.1917		1
2	9 PR 4.7		0.3051	0.C931	C.C324	12.PC15		2
3	24 PR 13.3		0.3492	C.122C	C.C289	11.7338		3
4	6 PR 2.4		0.3684	C.1357	C.C138	5.6758		4
5	26 PR 14.1		0.3872	C.1499	C.C141	5.9C42		5
6	5 PR 2.1		0.3965	C.1572	C.CC73	3.0771		6
7	25 PR 13.4		0.4012	C.161C	C.CC38	1.5867		7
8	22 PR 11.4		0.4043	C.1634	C.CC25	1.C375		8
9	18 PR 10.6		0.4096	C.1677	C.CC43	1.8CC4		9
10	11 PR 4.11		0.4122	C.1699	C.CC22	C.9159		10
11	12 PR 4.13		0.4183	C.175C	C.CC51	2.1567		11
12	15 PR 9.1		0.4205	C.1768	C.CC18	C.7631		12
13	20 PR 11.1		0.4228	C.1787	C.CC19	C.8133		13
14	2 BG 1.2		0.4257	C.1812	C.CC25	1.0514		14
15	7 PR 4.2		0.4280	C.1831	C.CC19	C.8103		15

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 2.2:

Introduction of Culturally Relevant Curriculum Materials (Team Leader)

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STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	4 PP 1.6		0.2135	C.0456	C.0456	17.1376		1
2	15 PP 9.1		0.2541	C.0646	C.0190	7.2784		2
3	9 PP 4.7		0.2969	C.0881	C.0236	9.2226		3
4	18 PP 10.6		0.3208	C.1029	C.0148	5.9739		4
5	20 PP 11.1		C.3308	C.1094	C.0065	2.5922		5
6	2 BG 1.2		C.3387	C.1147	C.0053	2.1085		6
7	16 PP 9.5		0.3459	C.1196	C.0049	1.9721		7
8	29 PP 14.5		0.3592	C.1290	C.0094	3.7960		8
9	26 PP 14.1		0.3640	C.1325	C.0035	1.4109		9
10	19 PP 10.7		0.3701	0.1370	C.0044	1.8019		10
11	28 PP 14.4		0.3733	C.1394	C.0024	C.9715		11

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 3.1:

Introduction of Relevant New Curriculum

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STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	15 PR 9.1		0.2113	C.C446	C.C446	16.7718		1
2	29 PR 14.5		C.2902	0.0842	C.C396	15.4645		2
3	25 PR 13.4		0.3229	C.1043	C.C201	8.CC89		3
4	23 PR 13.2		0.3511	C.1233	C.C19C	7.7031		4
5	8 PR 4.6		0.3859	C.1489	C.C257	10.7CC2		5
6	3 BG 1.5		0.4050	C.164C	C.C151	6.3887		6
7	20 PR 11.1		0.4148	C.172C	C.CC8C	3.4292		7
8	14 PR 8.2		0.4269	C.1823	C.C1C2	4.3999		8
9	24 PR 13.3		0.4423	C.1965	C.C143	6.2325		9
10	10 PR 4.9		0.4508	0.2032	C.CC67	2.9260		10
11	6 PR 2.4		C.4576	0.2094	C.CC62	2.7289		11
12	13 PR 6.1		0.4655	C.2167	C.CC73	3.2456		12
13	27 PR 14.2		0.4698	C.2207	C.CC4C	1.7995		13
14	22 PR 11.4		0.4756	C.2262	C.CC55	2.4417		14
15	9 PR 4.7		0.4777	C.2282	C.CC2C	C.8858		15
16	21 PR 11.3		0.4798	C.2302	C.CC21	C.9256		16
17	2 BG 1.2		0.4816	0.2319	C.CC17	0.7e42		17
18	1 BG 1.1		C.4829	C.2331	C.CC12	C.5377		18

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 4.1:

Child Initiating/Intern Responding Classroom Interaction

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STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	25 PR 13.4		0.1548	C.0240	C.0240	8.8158		1
2	14 PR 8.2		C.3004	C.0902	C.0162	6.0400		2
3	28 PR 14.4		0.2445	C.0598	C.0196	7.4551		3
4	7 PR 4.2		C.2874	C.0826	C.0228	8.8376		4
5	10 PR 4.9		0.3069	C.0941	C.0115	4.5169		5
6	11 PR 4.11		0.3116	C.0971	C.0030	1.1622		6
7	13 PR 5.1		0.3162	C.1000	C.0029	1.1473		7
8	2 PR 1.2		0.3233	C.1038	C.0038	1.5114		8
9	18 PR 10.6		0.3262	C.1064	C.0026	1.0021		9
10	21 PR 11.3		0.3293	C.1085	C.0021	C.8111		10
11	27 PR 14.2		0.3331	C.1109	C.0019	C.7262		11

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 4.2:

Intern Accepts and Uses Student Ideas

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STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	27 PR 14.2		0.1993	C.C358	C.C358	13.3430		1
2	14 PR 8.2		0.2263	C.C558	C.C2CC	7.5833		2
3	21 PR 11.3		0.2624	C.C694	C.C135	5.1573		3
4	16 PR 9.5		0.2773	C.C769	C.CC75	2.8903		4
5	8 PR 4.6		0.2892	C.C836	C.CC67	2.6114		5
6	15 PR 9.1		0.3000	C.C9CC	C.CC64	2.4801		6
7	13 PR 6.1		0.3217	C.1C35	C.C135	5.3156		7
8	10 PR 4.3		0.3274	0.1C72	C.CC38	1.4CCC		8
9	5 PR 2.1		C.3308	C.1C94	C.CC22	C.8478		9
10	22 PR 11.4		0.3337	C.1114	C.CC19	C.7528		10
11	2 BG 1.2		0.3361	C.113C	C.CC16	C.6285		11
12	26 PR 14.1		0.3395	C.1152	C.CC23	C.9CC1		12

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SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 4.3:

Teacher Asks Open-ended Questions, Attends to Response and Praises Child

BEST COPY AVAILABLE

STEP NO.	VARIABLE ENTERED			VARIABLE REMOVED	MULTIPLE R	R SQ	INCREASE IN R SQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	20	PP	11.1		0.3741	0.0751	0.0751	25.1529		1
2	16	PP	3.5		0.4562	0.1298	0.0525	22.1666		2
3	10	PP	4.0		0.4859	0.1512	0.0222	9.3248		3
4	11	PP	4.11		0.4703	0.1788	0.0256	10.9970		4
5	12	PP	4.13		0.4443	0.1974	0.0186	8.1557		5
6	13	PP	5.1		0.4626	0.2140	0.0165	7.4427		6
7	1	RG	1.1		0.4799	0.2301	0.0161	8.0171		7
8	17	PP	0.8		0.4919	0.2418	0.0118	5.8329		8
9	27	PP	14.2		0.5121	0.2623	0.0206	5.8268		9
10	26	PP	14.1		0.5205	0.2709	0.0086	4.1465		10
11	4	PP	1.5		0.5263	0.2770	0.0061	2.9441		11
12	24	PP	13.3		0.5356	0.2868	0.0097	3.7575		12
13	25	PP	13.4		0.5377	0.2894	0.0026	1.0779		13
14	28	PP	14.4		0.5419	0.2937	0.0043	1.7881		14
15	15	PP	13.7		0.5447	0.2967	0.0030	1.2579		15
16	2	RG	1.2		0.5463	0.2985	0.0018	0.7529		16
17	21	PP	11.3		0.5479	0.3003	0.0018	0.7556		17

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 4.5:

Intern Gives Acknowledgement/Child Responding

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STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	21 PR 14.1		0.2163	0.0468	0.0468	17.6144		1
2	25 PR 13.4		0.2791	0.0779	0.0311	12.0817		2
3	5 PR 2.1		0.3079	0.0948	0.0169	6.8554		3
4	15 PR 9.1		0.3296	0.1087	0.0139	5.5440		4
5	7 PR 4.7		0.3407	0.1223	0.0136	5.5078		5
6	27 PR 14.2		0.3613	0.1305	0.0082	3.3521		6
7	1 PR 1.1		0.3756	0.1411	0.0106	4.3467		7
8	28 PR 14.4		0.3847	0.1479	0.0068	2.7165		8
9	20 PR 11.1		0.3921	0.1537	0.0058	2.3314		9
10	19 PR 10.7		0.3989	0.1591	0.0053	2.2169		10
11	21 PR 11.3		0.4090	0.1673	0.0082	3.4328		11
12	3 PR 1.5		0.4136	0.1713	0.0040	1.6835		12
13	24 PR 13.3		0.4196	0.1763	0.0051	2.1279		13

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 4.4:

Children Can Explore Room and Select Work Group but Without Teacher-Child Interaction

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STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	3 [illegible] 1.4		C.2781	C.0774	C.0774	30.1005		1
2	29 [illegible] 14.5		C.3914	C.1534	C.0760	25.1540		2
3	2 [illegible] 1.2		C.3972	C.1578	C.0150	8.4114		3
4	8 [illegible] 4.8		C.4164	C.1733	C.0156	6.7073		4
5	17 [illegible] 9.4		C.4275	C.1827	C.0094	4.0779		5
6	24 [illegible] 13.3		C.4378	C.1916	C.0089	3.5009		6
7	16 [illegible] 10.6		C.4430	C.2052	C.0136	6.0358		7
8	25 [illegible] 14.4		C.4578	C.2096	C.0043	1.9266		8
9	27 [illegible] 11.4		C.4614	C.2129	C.0033	1.4743		9
10	20 [illegible] 11.1		C.4661	C.2172	C.0043	1.9417		10
11	18 [illegible] 9.5		C.4687	C.2196	C.0024	1.0249		11
12	1 [illegible] 1.1		C.4740	C.2247	C.0051	1.9283		12
13	10 [illegible] 4.9		C.4770	C.2275	C.0028	1.2535		13
14	11 [illegible] 4.11		C.4784	C.2289	C.0014	C.6140		14

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 4.7:

Overall Ability to Relate to and Communicate With Pupils (Team Leader)

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STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	6 PR 2.4		C.219A	C.C47E	C.C47E	18.C2C4		1
2	4 PR 1.5		0.2612	0.C6F2	C.C2C4	7.85E8		2
3	25 PP 13.4		C.2CC9	C.C9C5	C.C223	8.7441		3
4	20 PR 11.1		C.32F6	C.1CE6	C.C1E1	7.2214		4
5	17 PR 9.6		0.3516	C.1236	C.C15C	6.CEE7		5
6	12 PR 4.13		C.3857	C.14EE	C.C2F2	1C.4653		6
7	27 PR 14.2		C.3997	C.1FFE	C.C11C	4.4119		7
8	7 PR 4.2		0.4051	C.1641	C.CC43	1.82F1		8
9	29 PR 14.4		0.4078	C.1663	C.CC22	C.913C		9
10	21 PR 11.3		0.4097	C.1679	C.CC16	C.6716		10
11	1 PR 1.1		C.4113	C.1692	C.CC13	C.53FC		11

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 5.1:

Effective Pupil Diagnosis, Lesson Planning and Informal Authority (As Seen by Team Leader)

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STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	26 PR 14.1		C.2411	C.C581	C.C581	22.1518		1
2	14 PR 9.2		C.3214	C.1034	C.C453	18.0093		2
3	4 PR 2.4		C.3579	C.1281	C.C247	10.0954		3
4	25 PR 13.4		C.4272	C.1825	C.C544	23.4952		4
5	23 PR 13.2		C.4480	C.2007	C.C182	8.0474		5
6	16 PR 9.5		C.4613	C.2128	C.C121	5.4443		6
7	28 PR 14.4		C.4750	C.2256	C.C128	5.8499		7
8	20 PR 14.5		C.4834	C.2337	C.CC71	3.2585		8
9	1 BC 1.1		C.4846	C.2348	C.CC21	C.9727		9

SUMMARY TABLE

Multiple Regressions of Program and Background Factors Against EX 5.2:

Diversity of Instructional Modes Used in Classroom

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STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	17 PR 9.4		0.2988	0.0834	0.0834	32.6472		1
2	20 PR 11.1		0.3373	0.1138	0.0304	12.2745		2
3	5 PR 2.1		0.3818	0.1457	0.0319	13.3463		3
4	11 PR 4.11		0.4074	0.1660	0.0202	8.4532		4
5	21 PR 11.3		0.4246	0.1819	0.0159	6.8970		5
6	4 PR 1.5		0.4430	0.1963	0.0144	6.3231		6
7	19 PR 10.7		0.4516	0.2039	0.0077	3.4107		7
8	12 PR 4.13		0.4612	0.2127	0.0088	3.9162		8
9	26 PR 14.1		0.4703	0.2212	0.0085	3.8204		9
10	6 PR 4.7		0.4821	0.2324	0.0112	5.0208		10
11	27 PR 11.4		0.4900	0.2401	0.0077	3.5397		11
12	25 PR 13.4		0.4963	0.2463	0.0062	2.8396		12
13	1 BC 1.1		0.5023	0.2523	0.0060	2.7979		13
14	24 PR 13.3		0.5092	0.2592	0.0069	2.2870		14

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 5.3:

Corrective Feedback

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STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	29 PP 14.6		0.3192	C.1019	C.1019	40.7145		1
2	11 PP 4.11		C.3490	C.1211	C.0192	7.8339		2
3	6 PP 2.4		C.3671	C.1318	C.0107	4.4092		3
4	28 PP 14.4		C.3800	C.1444	C.0126	5.2243		4
5	3 PP 1.5		C.3911	C.1530	C.0086	3.6048		5
6	15 PP 9.1		0.4033	C.1627	C.0097	4.0955		6
7	14 PP 9.2		C.4120	C.1697	C.0071	2.9994		7
8	9 PP 4.7		0.4319	C.1865	C.0168	7.2771		8
9	24 PP 12.3		0.4366	C.1907	C.0042	1.8703		9
10	8 PP 4.6		0.4374	C.1913	C.0016	C.7092		10
11	16 PP 9.5		0.4396	C.1931	C.0018	C.7779		11
12	12 PP 4.13		0.4429	C.1961	C.0030	1.2988		12
13	10 PP 10.7		C.4444	C.1977	C.0014	C.6797		13

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 5.4:

Effective Pupil Diagnosis and Lesson Planning (From Interview With Intern)

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	13 PR 6.2		0.1269	C.0161	C.0161	5.8724		1
2	27 PR 14.2		0.1597	C.0255	C.0094	3.4617		2
3	28 PR 14.4		0.1829	C.0334	C.0079	2.9252		3
4	5 PR 2.4		0.1990	C.0396	C.0062	2.1409		4
5	25 PR 13.4		0.2157	C.0465	C.0069	2.7170		5
6	2 RG 1.2		0.2229	C.0496	C.0031	1.1610		6
7	20 PR 14.5		0.2297	C.0527	C.0031	1.1637		7
8	24 PR 13.3		0.2356	C.0555	C.0027	1.0137		8
9	15 PR 9.1		0.2420	C.0586	C.0031	1.1441		9
10	21 PR 11.3		0.2474	C.0612	C.0024	C.9860		10
11	14 PR 9.5		0.2519	C.0635	C.0022	C.8373		11
12	17 PR 9.4		0.2553	C.0652	C.0017	C.6384		12

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SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 5.5:

Extent that Informal Authority Structure is Used (Intern Report)

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STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	7 PR 4.2		0.2466	C.C6C8	C.C6C8	23.2436		1
2	19 PR 10.7		0.3549	C.1259	C.C651	26.6686		2
3	24 PR 13.3		0.3754	C.1409	C.C15C	6.2258		3
4	11 PR 4.11		0.3840	C.1496	C.CC8C	3.3649		4
5	24 PR 14.1		0.3936	C.1549	C.CC6C	2.5171		5
6	29 PR 14.5		0.3992	C.1536	C.CC37	1.5347		6
7	12 PR 4.13		0.4038	C.1631	C.CC45	1.8501		7
8	28 PR 14.4		0.4083	C.1667	C.CC36	1.5313		8
9	13 PR 6.1		0.4140	C.1714	C.CC47	1.9702		9
10	15 PR 9.1		0.4215	C.1777	C.CC63	2.6864		10
11	21 PR 11.3		0.4304	C.1853	C.CC76	3.2572		11
12	4 PR 1.5		0.4372	C.1911	C.CC59	2.5145		12
13	23 PR 13.2		0.4456	C.1984	C.CC73	3.1728		13
14	17 PR 9.6		0.4511	C.2035	C.CC5C	2.1793		14
15	2 PR 1.2		0.4526	C.2048	C.CC13	C.5774		15

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 7.1:

Intern Feels Competent to Deal With Problems of Schools Serving Low-Income/Minority Group Children

BEST COPY AVAILABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	20 PR 11.1		C.1774	C.C315	C.C315	11.6716		1
2	7 PR 4.2		0.2540	C.0645	C.0330	12.6363		2
3	26 PR 14.1		C.3012	C.C907	C.0262	10.2907		3
4	1 BG 1.1		C.3214	C.1098	C.0191	7.4446		4
5	28 PR 14.4		C.3462	C.1198	C.0100	4.0350		5
6	4 PR 1.5		C.3542	C.1256	C.0057	2.3140		6
7	23 PR 13.2		C.3595	C.1295	C.0039	1.5992		7
8	24 PR 13.3		C.3645	C.1329	C.0034	1.3778		8
9	15 PR 9.1		C.3720	C.1384	C.0055	2.2264		9
10	13 PR 6.1		C.3744	C.1402	C.0018	C.7419		10
11	2 BG 1.2		C.3775	C.1425	C.0023	C.9509		11
12	21 PR 11.3		C.3813	C.1454	C.0029	1.1769		12
13	12 PR 4.13		C.3852	C.1484	C.0030	1.2139		13
14	6 PR 2.4		C.3880	C.1505	C.0022	C.9011		14

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 7.2:

Intern Perceives Reading Failure as Due to Student and Environment

BEST COPY AVAILABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	28 PR 14.4		0.7295	C.5322	C.5322	408.3948		1
2	27 PR 14.2		0.7638	C.5833	C.0512	43.9427		2
3	18 PR 10.6		0.7999	C.6399	C.0565	54.2296		3
4	14 PR 8.2		0.8291	C.7040	C.0657	79.0437		4
5	3 BG 1.5		0.8704	C.7576	C.0536	78.5425		5
6	29 PR 14.5		0.8971	C.8048	C.0472	85.6072		6
7	6 PR 2.4		0.9135	C.8345	C.0297	63.3969		7
8	24 PR 13.3		0.9410	C.8854	C.0509	156.3047		8
9	19 PR 10.7		0.9567	C.9152	C.0298	123.2294		9
10	11 PR 4.11		0.9676	C.9363	C.0211	115.7284		10
11	26 PR 14.1		0.9763	C.9531	C.0168	125.3795		11
12	22 PR 11.4		0.9892	C.9785	C.0254	412.6665		12
13	16 PR 9.5		0.9925	C.9851	C.0066	153.1609		13
14	9 PR 4.7		0.9949	C.9899	C.0048	163.3809		14
15	25 PR 13.4		0.9958	C.9916	C.0017	72.1375		15
16	15 PR 9.1		0.9970	C.9939	C.0023	129.9001		16
17	13 PR 8.1		0.9977	C.9955	C.0015	115.4259		17
18	5 PR 2.1		0.9979	C.9957	C.0003	22.8032		18
19	1 PG 1.1		0.9979	C.9958	C.0001	6.8076		19
20	20 PR 11.1		0.9979	C.9958	C.0000	2.0300		20

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 7.3:

Interns Perceive Poverty as Due to Individual or Fate

BEST COPY AVAILABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	16 PR 9		0.5442	C.2962	C.2962	151.0677		1
2	25 PR 13.4		0.7132	C.5087	C.2125	154.8269		2
3	14 PR 8.2		C.7668	C.5879	C.0792	68.6781		3
4	22 PR 11.4		C.7929	C.6285	C.0406	38.9100		4
5	10 PR 4.9		0.8201	C.6726	C.0441	47.7720		5
6	17 PR 9.6		0.8523	C.7444	C.0718	99.4419		6
7	28 PR 14.4		0.8613	C.7544	C.0100	85.8744		7
8	7 PR 4.2		C.8163	C.8367	C.0453	99.4335		8
9	9 PR 4.7		0.8343	C.8767	C.0370	105.1645		9
10	5 PR 2.1		0.8628	C.9288	C.0522	256.4841		10
11	11 PR 4.11		C.8787	C.9579	C.0290	240.5759		11
12	19 PR 10.7		0.8945	C.9733	C.0154	200.6831		12
13	20 PR 11.1		0.8941	C.9882	C.0149	439.0647		13
14	13 PR 6.1		0.8964	C.9932	C.0050	256.4541		14
15	27 PR 14.2		C.8982	C.9963	C.0031	293.9128		15
16	29 PR 14.5		0.8991	C.9981	C.0019	337.0919		16
17	8 PR 4.6		0.8993	C.9987	C.0006	130.5638		17
18	6 PR 1.5		C.8994	C.9988	C.0002	45.2596		18
19	12 PR 4.13		0.8994	C.9988	C.0000	2.4745		19
20	3 BG 1.5		C.8994	C.9988	C.0000	C.5982		20
21	1 BG 1.1		C.8994	C.9988	C.0000	C.5822		21

SUMMARY TABLE

Multiple Regression of Program and Background Factors Against EX 7.4:

Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society

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STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	21 PR 11.3		0.4917	C.2418	C.2418	114.4896		1
2	7 PR 4.2		0.6664	C.4441	C.2023	130.2928		2
3	23 PR 13.2		0.7337	C.5384	C.0942	72.8777		3
4	5 PR 2.1		0.7823	C.6124	C.0752	69.2872		4
5	19 PR 10.7		C.8205	C.6732	C.0597	44.8045		5
6	18 PR 10.6		0.8457	C.7152	C.0420	32.1416		6
7	8 PR 4.6		0.8761	C.7675	C.0523	79.4770		7
8	22 PR 11.4		C.9195	C.8455	C.0780	177.6926		8
9	25 PR 13.4		0.9413	C.8860	C.0405	124.5842		9
10	12 PR 4.13		0.9551	C.9122	C.0262	104.5561		10
11	16 PR 8.5		C.9684	C.9378	C.0256	143.5672		11
12	14 PR 8.2		0.9825	C.9653	C.0275	275.2585		12
13	24 PR 13.3		0.9861	C.9725	C.0072	50.8941		13
14	10 PR 4.0		C.9889	C.9787	C.0063	123.5199		14
15	6 PR 2.4		C.9929	C.9857	C.0069	145.7083		15
16	28 PR 14.4		0.9939	C.9879	C.0022	62.2141		16
17	20 PR 11.1		0.9943	C.9887	C.0008	24.3792		17
18	4 PR 1.5		C.9944	C.9889	C.0002	4.7081		18
19	1 PG 1.1		0.9945	C.9889	C.0001	1.6865		19

MULTIPLE LINEAR REGRESSIONS FOR BLACK INTERNS

BLACKS

Multiple Regression of Background and Program Variables on Ex 1.2: Intern's Perception of Importance of Bringing About Change in School

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SUMMARY TABLE

STEP No.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	R SQ	INCREASE IN R SQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	12 PT 4.13		0.2182	0.0476	0.0476	6.9939		1
2	13 PR 6.1		0.[illegible]38	0.0750	0.0274	4.1132		2
3	14 PS 8.7		0.[illegible]78	0.1010	0.0260	3.9903		3
4	10 PA 4.9		0.3021	0.1225	0.0216	3.3365		4
5	19 PH 11.1		0.3494	0.1364	0.0139	2.1461		5
6	21 PV 11.4		0.3767	0.1434	0.0070	1.0746		6
7	5 PT 2.1		0.3848	0.1481	0.0047	0.7349		7
8	25 PA 14.1		0.3932	0.1545	0.0064	1.0377		8
9	8 PP 4.6		0.4019	0.1611	0.0066	1.0411		9
10	20 PA 11.3		0.4137	0.1711	0.0100	1.5652		10
11	6 PA 2.4		0.4215	0.1793	0.0082	1.3336		11
12	1 PS 1.1		0.4257	0.1833	0.0045	0.7057		12
13	17 PP 10.6		0.4340	0.1884	0.0045	0.7140		13

BLACKS

Multiple Regression of Background and Program Variables on Ea 2.1:
Degree that Instructional Choices Are Given to Pupils

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SUMMARY TABLE

STEP NO.	ENTERED	REMOVED	MULTIPLE R	R SQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	9 PA 4.7		0.2863	0.0819	0.0818	12.4729		1
2	17 PA 10.6		0.3697	0.1362	0.0541	8.7.10		2
3	11 PA 4.11		0.4169	0.1696	0.0256	4.9724		3
4	6 PA 2.4		0.4507	0.2104	0.0448	7.7774		4
5	2 PA 1.2		0.4734	0.2241	0.0137	2.4022		5
6	3 PA 1.5		0.4913	0.2365	0.0124	2.1652		6
7	16 PA 9.5		0.4973	0.2424	0.0059	1.0412		7
8	13 PA 8.1		0.4984	0.2484	0.0060	1.0731		8
9	1 PA 1.1		0.5014	0.2514	0.0029	0.5188		9

BLACKS

Multiple Regression of Background and Program Variables on Ex 3.1:
Introduction of Relevant New Curriculum

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	R SQ	INCREASE IN R SQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	15 PA 8.1		0.2464	0.0607	0.0607	9.0912		1
2	3 MO 1.5		0.3549	0.1259	0.0669	10.7211		2
3	22 PA 13.2		0.3892	0.1515	0.0257	4.1734		3
4	20 PA 14.5		0.4573	0.2039	0.0524	8.8704		4
5	22 PA 14.4		0.4585	0.2385	0.0337	5.3749		5
6	6 PA 2.4		0.5203	0.2768	0.0403	7.5932		6
7	1 MO 1.1		0.5451	0.2972	0.0183	3.4961		7
8	14 PA 8.2		0.5627	0.3166	0.0195	3.7892		8
9	19 PA 11.1		0.5743	0.3303	0.0137	2.6440		9
10	23 PA 17.3		0.5794	0.3345	0.0042	0.8334		10
11	2 MO 1.2		0.5821	0.3389	0.0043	0.8417		11
12	17 PA 10.4		0.5845	0.3439	0.0051	1.0029		12
13	8 PA 4.6		0.5849	0.3479	0.0039	0.6942		13
14	23 PA 11.3		0.6035	0.3643	0.0164	3.3542		14
15	7 PA 4.2		0.6134	0.3767	0.0125	2.5172		15
16	21 PA 13.4		0.6148	0.3822	0.0039	0.6964		16

BLACKS

Multiple Regression of Background and Program Variables on Ex 4.3:
Intern Asks Open-Ended Questions, Attends to Response and Praises Child

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	R SQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	12 PP 4.13		0.4049	0.1639	0.1639	27.4516		1
2	27 PR 14.4		0.4523	0.2046	0.0407	7.1053		2
3	25 PR 14.1		0.4889	0.2390	0.0344	6.2402		3
4	8 PR 4.6		0.5035	0.2535	0.0145	2.6538		4
5	16 PR 9.5		0.5150	0.2653	0.0118	2.1823		5
6	1 PR 1.1		0.5206	0.2710	0.0058	1.0665		6
7	21 PR 11.4		0.5291	0.2799	0.0089	1.6569		7
8	11 PP 4.11		0.5454	0.2974	0.0175	3.3140		8
9	3 PR 1.3		0.5528	0.3056	0.0081	1.5471		9
10	26 PR 14.2		0.5572	0.3105	0.0050	0.9420		10
11	23 PR 13.3		0.5609	0.3146	0.0041	0.7682		11
12	19 PP 9.1		0.5668	0.3213	0.0067	1.2719		12

BLACKS

Multiple Regression of Background and Program Variables on Ex 5.5:
Extent that Informal Authority Structure is Used (Intern Report)

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	18 PR 10.7		0.3144	C.0988	0.0988	15.3555		1
2	25 PR 14.1		0.4163	C.1733	0.0744	12.5133		2
3	15 PR 9.:		0.4405	C.1940	C.0207	3.5499		3
4	1 RG 1.1		0.4578	C.2096	C.0156	2.7013		4
5	5 PR 2.1		0.4696	C.2205	C.0110	1.9110		5
6	22 PR 13.2		0.4831	C.2333	0.0128	2.2557		6
7	6 PR 2.4		0.4918	C.2419	C.0086	1.5042		7
8	14 PR 0.2		0.4963	C.2464	C.0045	0.7933		8

BLACKS

Multiple Regression of Background and Program Variables on Ex 7.4:

Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	5 PR 2.1		0.6013	0.3616	0.3616	79.2812		1
2	7 PR 4.2		0.7730	0.5975	0.2360	81.4955		2
3	10 PR 4.9		0.8669	0.7516	0.1541	85.6004		3
4	22 PR 13.2		0.9273	0.8515	0.0999	92.1712		4
5	12 PR 4.13		0.9478	0.8983	0.0468	62.6407		5
6	23 PR 13.3		0.9733	0.9474	0.0490	125.7508		6
7	21 PR 11.4		0.9816	0.9634	0.0161	48.9718		7
8	24 PR 13.4		0.9861	0.9724	0.0090	43.3972		8
9	4 PR 1.5		0.9888	0.9778	0.0053	31.5718		9
10	19 PR 11.1		0.9913	0.9826	0.0049	36.7923		10
11	27 PR 14.4		0.9931	0.9862	0.0036	34.0111		11
12	15 PR 9.1		0.9947	0.9895	0.0033	39.9870		12
13	14 PR 8.2		0.9951	0.9902	0.0007	8.6861		13
14	16 PR 9.5		0.9952	0.9903	0.0002	2.4955		14
15	3 RG 1.5		0.9952	0.9905	0.0001	1.9795		15
16	1 RG 1.1		0.9954	0.9907	0.0002	3.3289		16
17	2 RG 1.2		0.9954	0.9908	0.0001	0.9820		17

MULTIPLE LINEAR REGRESSIONS FOR CHICANO INTERNS

CHICANOS

Multiple Regression of Background and Program Variables on Ex 1.2:
Intern's Perception of Importance of Bringing About Change in School

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	21 PR 11.4		0.2617	C.0685	0.C685	4.0421		1
2	2 BG 1.2		0.3115	C.097C	0.C286	1.7090		2
3	1 BG 1.1		0.3533	C.1248	C.0278	1.6839		3
4	11 PR 4.11		0.3763	C.1420	0.0172	1.0403		4

CHICANOS

Multiple Regression of Background and Program Variables on Ex 2.1:
Degree that Instructional Choices are Given to Pupils

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	25 PR 14.1		0.1836	0.0337	0.0337	1.9188		1
2	14 PH 8.2		0.2632	0.0693	0.0355	2.0624		2
3	19 PR 11.1		0.2830	0.0801	0.0108	0.6234		3
4	3 HG 1.5		0.3045	0.0927	0.0127	0.7260		4
5	5 PH 2.1		0.3396	0.1153	0.0226	1.3000		5
6	9 PR 4.7		0.3528	0.1245	0.0092	0.5232		6

CHICANOS

Multiple Regression of Background and Program Variables on Ex 3.1:
Introduction of Relevant New Curriculum

BEST COPY AVAILABLE

SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	16 PR 9.5		0.3389	C.1149	C.1149	7.1366		1
2	21 PR 11.4		0.4188	C.1754	0.0606	3.9663		2
3	13 PR 6.1		0.4563	0.2082	0.0328	2.1936		3
4	2 PR 1.2		0.5231	C.2736	C.0654	4.6843		4
5	7 PR 4.2		0.5333	0.2845	C.0108	0.7718		5

CHICANOS

Multiple Regression of Background and Program Variables on Ex 4.3:
Intern Asks Open-Ended Questions, Attends to Response and Praises Child

BEST COPY AVAILABLE

SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	4 PR 1.5		0.4231	C.1790	0.1790	11.9901		1
2	12 PR 4.13		0.6080	C.3697	C.1907	16.3351		2
3	23 PR 13.3		0.6451	C.4162	0.0465	4.2253		3
4	2 BG 1.2		0.6742	C.4545	0.0383	3.6495		4
5	26 PR 14.2		0.6835	C.4671	0.0126	1.2099		5

CHICANOS

Multiple Regression of Background and Program Variables on Ex 5.5:
Extent that Informal Authority Structure is Used (Intern Report)

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	10 PR 4.9		0.5311	C.2820	0.2820	21.6045		1
2	2 BG 1.2		0.5877	0.3454	C.0633	5.2242		2
3	1 BG 1.1		0.6320	C.3994	C.0540	4.7665		3
4	4 PR 1.5		0.6418	0.4119	0.0125	1.1082		4
5	22 PR 13.2		0.6554	C.4295	C.0176	1.5727		5
6	9 PR 4.7		0.6623	C.4387	0.0092	0.8150		6

MULTIPLE LINEAR REGRESSIONS FOR WHITE INTERNS

WHITES

Multiple Regression of Background and Program Variables on Ex 1.2:
Intern's Perception of Importance of Bringing About Change in School

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	24 PX 10.4		0.3376	0.1140	0.1140	12.7365		1
2	8 P3 4.6		0.4125	0.1701	0.0561	6.6303		2
3	7 PL 4.2		0.4444	0.1975	0.0273	3.3037		3
4	14 PE 1.7		0.4632	0.2137	0.0162	1.9795		4
5	10 P3 4.9		0.4848	0.2349	0.0212	2.6330		5
6	15 P2 9.1		0.5125	0.2627	0.0278	3.5423		6
7	1 RG 1.1		0.5241	0.2747	0.0120	1.5407		7
8	3 3G 1.5		0.5295	0.2804	0.0057	0.7317		8

WHITES

Multiple Regression of Background and Program Variables on Ex 2. 1:
Degree that Instructional Choices are Given to Pupils

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	R SQ	INCREASE IN R SQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	9 PW 4.7		0.3582	0.1283	0.1283	14.9736		1
2	1 BG 1.1		0.4674	0.2185	0.0902	11.0372		2
3	22 PS 13.2		0.5233	0.2739	0.0553	7.3930		3
4	4 PP 1.9		0.5614	0.3151	0.0413	5.7167		4
5	20 PS 11.9		0.5931	0.3518	0.0366	5.0729		5
6	3 PW 4.4		0.6139	0.3767	0.0249	3.5511		6
7	11 PW 4.11		0.6017	0.3620	0.0199	1.3920		7
8	10 PP 10.7		0.6117	0.3742	0.0122	1.7097		8
9	13 PS 6.1		0.6157	0.3791	0.0049	0.7221		9
10	23 PP 13.9		0.6214	0.3861	0.0070	1.0233		10
11	16 PP 9.5		0.6247	0.3902	0.0041	0.6023		11

WHITES

Multiple Regression of Background and Program Variables on Ex 3.1:
Introduction of Relevant New Curriculum

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	28 PR 14.5		0.3053	0.0932	0.0932	10.1787		1
2	26 PR 14.2		0.3549	0.1260	0.0327	3.6700		2
3	21 PR 11.4		0.3880	0.1505	0.0246	2.8071		3
4	15 PR 9.1		0.4139	0.1713	0.0208	2.4043		4
5	24 PR 13.4		0.4411	0.1946	0.0233	2.7342		5
6	4 PR 1.5		0.4572	0.2090	0.0145	1.7199		6
7	25 PR 14.1		0.4692	0.2201	0.0111	1.3247		7
8	13 PR 8.1		0.4877	0.2378	0.0177	2.1317		8
9	1 SS 1.1		0.4979	0.2479	0.0101	1.2180		9
10	18 PR 10.7		0.5057	0.2557	0.0078	0.9452		10
11	16 PR 9.5		0.5125	0.2627	0.0070	0.8413		11

WHITES

Multiple Regression of Background and Program Variables on Ex 4.3:
Intern Asks Open-Ended Questions, Attends to Response and Praises Child

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	25 PR 14.1		0.3837	0.1472	0.1472	17.0940		1
2	24 PR 13.4		0.4576	0.2094	0.0622	7.7077		2
3	16 PR 9.5		0.5144	0.2646	0.0552	7.2820		3
4	14 PR 8.2		0.5505	0.3030	0.0384	5.2914		4
5	1 RG 1.1		0.5882	0.3460	0.0429	6.2353		5
6	15 PR 9.1		0.6008	0.3610	0.0150	2.2071		6
7	10 PR 4.9		0.6144	0.3774	0.0165	2.4591		7
8	9 PR 4.7		0.6224	0.3874	0.0099	1.4932		8
9	19 PR 11.1		0.6276	0.3939	0.0065	0.9714		9
10	12 PR 4.13		0.6313	0.3986	0.0047	0.7073		10
11	22 PR 13.2		0.6350	0.4032	0.0046	0.6910		11
12	28 PR 14.5		0.6381	0.4071	0.0039	0.5821		12

WHITES

Multiple Regression of Background and Program Variables on Ex 5.5: Extent that Informal Authority Structure Is Used (Intern Report)

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	REMOVED	MULTIPLE R	RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	12 PP 4.13		0.2031	0.0412	0.0412	4.2581		1
2	16 PP 10.1		0.2720	0.0740	0.0327	3.4650		2
3	22 PP 13.2		0.3245	0.1053	0.0313	3.3924		3
4	24 PP 13.4		0.3453	0.1192	0.0139	1.5195		4
5	10 PP 4.3		0.3644	0.1328	0.0136	1.4872		5
6	26 PP 14.2		0.3797	0.1411	0.0083	0.9125		6
7	6 PP 2.4		0.3842	0.1476	0.0065	0.7050		7
8	15 PP 9.1		0.3906	0.1526	0.0050	0.5391		8

WHITES

Multiple Regression of Background and Program Variables on Ex 7.4:

Intern Perceives Reading Failure as Due to Teacher and Poverty as Due to Structural Problems in the Society

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SUMMARY TABLE

STEP NO.	VARIABLE ENTERED	VARIABLE REMOVED	MULTIPLE R	MULTIPLE RSQ	INCREASE IN RSQ	F-TO-ENTER	F-TO-REMOVE	NUMBER OF INDEPENDENT VARIABLES INCLUDED
1	20 PA 11.3		0.6937	0.4812	0.4812	91.8242		1
2	7 PA 9.2		0.7350	0.5403	0.0591	12.5978		2
3	22 PA 12.2		0.8009	0.6415	0.1012	27.3804		3
4	5 PA 2.1		0.8343	0.6961	0.0546	17.2593		4
5	16 PA 10.7		0.8538	0.7401	0.0500	18.7028		5
6	4 PA 1.5		0.9038	0.8259	0.0798	43.0722		6
7	15 PA 9.1		0.9269	0.8592	0.0333	21.9930		7
8	3 PA 4.6		0.9511	0.9046	0.0454	43.8389		8
9	21 PA 11.4		0.9755	0.9517	0.0471	88.8640		9
10	14 PA 3.2		0.9906	0.9812	0.0295	140.6604		10
11	13 PA 6.1		0.9914	0.9827	0.0015	13.7267		11
12	10 PA 9.5		0.9931	0.9862	0.0035	16.0590		12
13	17 PA 10.6		0.9936	0.9872	0.0010	6.7663		13
14	6 PA 2.4		0.9940	0.9880	0.0008	5.9119		14
15	1 EC 1.1		0.9943	0.9887	0.0007	4.9605		15
16	25 PA 14.1		0.9944	0.9888	0.0002	1.3329		16
17	3 PA 1.5		0.9945	0.9891	0.0002	1.6824		17
18	23 PA 14.5		0.9946	0.9892	0.0002	1.2076		18